ED 015 330

VT 004 325

AN INTENSIVE INVESTIGATION OF THE PROBLEMS ASSOCIATED WITH YOUNG MEN WHO ARE MENTALLY UNQUALIFIED FOR MILITARY SERVICE. FINAL REPORT.

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RESEARCH TRIANGLE INST., DURHAM, N.C.
REPORT NUMBER SU-225
PUB DATE 31 MAY 67
EDRS PRICE MF-$0.75 HC-$6.96 172P.

DESCRIPTORS- *MENTALLY HANDICAPPED, *MILITARY SERVICE, *YOUTH, *VOCATIONAL ADJUSTMENT, *EMPLOYMENT POTENTIAL, INTELLIGENCE, APTITUDE, LITERACY, EMPLOYMENT EXPERIENCE, MOTIVATION, ECONOMIC STATUS, EMOTIONAL MALADJUSTMENT, MALES, EMPLOYMENT PROBLEMS, INDIVIDUAL CHARACTERISTICS, PILOT PROJECTS, QUESTIONNAIRES, FAMILY BACKGROUND, EDUCATIONAL BACKGROUND, TEST RESULTS,

THE VOCATIONAL POTENTIALS, PROBLEMS OF VOCATIONAL ADJUSTMENT, AND SPECIAL NEEDS FOR ASSISTANCE OF 82 URBAN AND 21 RURAL REJECTEES WERE STUDIED, AND RECOMMENDATIONS ON THE METHODOLOGY FOR A NATIONAL STUDY WERE MADE. INFORMATION ON INTELLIGENCE, VOCATIONAL APTITUDES, CURRENT EMPLOYMENT AND VOCATIONAL STATUS, LITERACY AND EDUCATIONAL ATTAINMENT, ATTITUDES AND MOTIVATION FOR TRAINING OR WORK, PSYCHOLOGICAL AND PHYSICAL HEALTH, AND SOCIOECONOMIC SITUATION THROUGH THE USE OF THE WECHSLER ADULT INTELLIGENCE SCALE, THE GENERAL APTITUDE TEST BATTERY, THE RORSCHACH TEST, AND A COMPREHENSIVE INTERVIEW BY A PSYCHIATRIC SOCIAL WORKER WAS ELICITED. ALMOST ALL OF THE REJECTEES HAD THE POTENTIAL TO PERFORM USEFUL WORK BUT HAD EXPERIENCED GREAT IRREGULARITY OF EMPLOYMENT. THERE WAS SERIOUS NEED FOR REMEDIAL EDUCATION IN BASIC LANGUAGE AND NUMBER SKILLS, AND FOR HELP IN SOLVING PSYCHOLOGICAL PROBLEMS, AND DEVELOPING BETTER WORK HABITS. THESE EFFORTS NEEDED TO BE COMPLEMENTED BY BETTER EMPLOYMENT OPPORTUNITIES. IT WAS RECOMMENDED THAT (1) A NATIONAL SURVEY GIVE SPECIAL ATTENTION TO SAMPLING PROBLEMS AND TO DEVELOPING OR TESTING NEW SOURCES OF INFORMATION ON CERTAIN REJECTEE CHARACTERISTICS, AND (2) AN EXPERIMENT BE UNDERTAKEN TO TEST THE EFFECTS OF SPECIFIC PROGRAM FEATURES ON FACTORS IN THE PROBLEM AREAS IDENTIFIED BY THE PILOT STUDY SUCH AS INSUFFICIENT MOTIVATION, INADEQUATE WORK HABITS, LOW EDUCATIONAL ACHIEVEMENT, AND PSYCHOLOGICAL MALADJUSTMENT. THE APPENDIX INCLUDES THE INTERVIEW INSTRUMENT AND STATISTICAL DATA. (JK)

ED015330

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Final Report

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Prepared for

Office of Manpower Policy, Evaluation and Research
United States Department of Labor

under

United States Department of Labor Contract 81-32-31

May 31, 1967

The material in this report was prepared under a contract with the Office of Manpower Policy, Evaluation and Research, U. S. Department of Labor, under the authority of Title I of the Manpower Development and Training Act of 1962 as amended. Researchers undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment on the conduct of such projects. Points of view or opinions stated in this document do not, therefore, necessarily represent the official position or policy of the Department of Labor.

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ACKNOWLEDGEMENTS

The authors of this report would like to express their deep appreciation to many consultants from various disciplines who were instrumental in the planning this study, designing the instruments of the research, and conducting the invest gation in the field. Those who helped in the planning stages and designed the structured questionnaire used were:

Dr. C. E. Bishop
Dr. Juanita M. Kreps
Dr. Irving Alexander
Dr. George L. Maddox, Jr.
Dr. Dannie Moffie

Dr. Selz Mayo
Dr. Irwin Kremen
Mrs. Jane Pfouts
Dr. Morris Roseman
Mrs. Dorothy Gallant

The last four named of these consultants also helped conduct the field inves gation of the mental rejectees who were brought in for examination. The other clinical psychologists and psychiatric social workers who tested and interviewed these men are listed below:

Dr. Arnold Krugman
Dr. Daniel Murphy
Dr. Donald Leventhal
Dr. Larry Thompson
Dr. Russell A. Tomlinson
Mrs. Marilyn Reedy
Mrs. Leafy Pollack

Mrs. Diane Day
Mrs. Frances Frauendorfer
Mr. Roby Kerr
Mrs. Martha Wertz
Mrs. Kathryn Barclay
Mrs. Anne Parrish
Mrs. Barbara Pope

The field investigation would not have been possible without the cooperation of the Selective Service System both in the State of North Carolina and the State of Maryland. The authors express deep appreciation for the advice and assistance afforded them by the personnel in these offices. Also, the Employment Service offices in Raleigh, N. C. and Baltimore, Md. gave a great amount of their time an effort testing men brought in for examination.

The intial advice, guidance, and encouragement given by Mr. William Milligan the project monitor at the Office of Manpower Policy, Evaluation and Research, an continued guidance provided by Mr. William Paschell and Mr. Joel Barries also aid materially in the completion of this project.

Mr. Walter Matherly, formerly of the Operations Research and Economics Division of the Research Triangle Institute, was responsible for the conduct of a major portion of the field investigation. Mr. Jerry Trammell assisted with and shared a great deal of the field investigation responsibility.

The authors especially would like to express their appreciation to Dr. A. L. Finkner, Director of the Statistics Research Division of RTI, for his continued guidance throughout this project. His words of encouragement and suggested approaches to the various problems were instrumental in the shaping and completion of this report.

Dr. D. G. Horvitz and Dr. H. C. Sweeny participated in various stages of this project. Their careful review of the report in draft form resulted in numerous suggestions that were incorporated into the final report.

The authors would also like to express their gratitude for the many hours of typing required in the preparation of material used in this project and in the preparation of this report to Mrs. Nita Blake, Mrs. Judith Rhew, and Miss Lydia McCaskill.

PREFACE

This report is prepared under United States Department of Labor Contract 81-32-31; the project was entitled "An Intensive Investigation of the Problems Associated with Young Men Who are Mentally Unqualified for Military Service." The contract specified the following tasks:

(1) To examine, summarize, and make an analysis of existing information on problems and programs associated with rejectees.

(2) To develop a preliminary research plan.

(3) To develop and test measurement and data collection techniques.

(4) To conduct a pilot investigation.

(5) To make recommendations on methodology for a national survey.

The first task of this contract has been completed, and reported in RTI Research Memorandums SU-225-1, SU-225-2, and SU-225-3. The second and the third tasks were completed prior to and utilized in the pilot investigation. Tasks (4) and (5) have been completed and the results are presented in this report. At the request of the Assistant Director of Manpower Research, the data from the pilot investigation have also been analyzed to make tentative recommendations for programs of assistance.

AN INTENSIVE INVESTIGATION OF THE PROBLEMS ASSOCIATED WITH YOUNG MEN WHO ARE MENTALLY UNQUALIFIED FOR MILITARY SERVICE

SUMMARY

1. BACKGROUND, PURPOSE, AND METHODOLOGY

A. Background

If present trends persist, over 1.75 million American men turning 18 between 1965 and 1970 will be mentally unqualified for military service.* Each year approximately 245,000 young men join the ranks of those who, if examined under current standards of acceptability, would not be able to meet the mental requirements of the armed services. The process by which a young man is rejected as mentally incapable of performing the tasks required by the military service is briefly described below.

Every male American, upon reaching age 18, is required under the Universal Military Training and Service Act of 1951 to register with his local Selective Service draft board and to fill out forms which give a detailed history and family status of the registrant. Thereafter each young man is classified in terms of his availability, and, following a determination of his physical, mental and moral fitness, he is classified again in terms of his suitability for military duties. As an illustration of this process, consider a young man who has just reached his 18th birthday.** He now has five days in which to register with the local draft board. We assume the registrant does not have obvious disqualifying medical defects nor is he known by his draft board to be unfit due to a conspicuous moral or mental deficiency. Upon registration, he is therefore classified as "Class I-A, Available for Service" and referred by the local draft board for a preinduction examination.

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* See One-Third of a Nation: A Report of Young Men Found Unqualified for Military Service, U. S. Department of Labor, January 1, 1964. Page A-27.

** This example is for illustrative purposes and is not intended to conform exactly to the actual step by step examining process.

In due time, he is instructed to report to the Armed Forces Entrance and Examining Station nearest his home for preinduction medical and mental examinations. The medical examination, designed to select men who are fit for the rigors of military service, does not reveal any medical reason for rejection. The next step in the qualification process is the mental examination, consisting primarily of a written test called the Armed Forces Qualification Test (AFQT). The objective of this test is to measure his general ability to absorb military training within a reasonable length of time, and to provide a uniform measure of his general usefulness in the service. Included in the test are questions on word knowledge, arithmetic, mechanical understanding, and ability to distinguish forms and patterns. While the AFQT is not an intelligence test nor a measure of educational attainment, both intelligence and education affect his ability to score well on the test.

The scores on the AFQT are reported as percentile scores. Performance on the AFQT above the 30th percentile is sufficient to qualify the registrant for military service. Performance below the 10th percentile disqualifies the registrant from further consideration. However, assuming our registrant has scored at the 13th percentile, there are two other considerations that have a bearing upon his acceptability. Graduation from high school, along with an AFQT score between the 10th and the 30th percentiles, qualifies a registrant for military service. Non-high school graduates who score between the 10th and the 30th percentile are given the Army Qualification Battery (AQB), a series of tests designed to provide a measure of a person's aptitudes for specific military assignment. As the registrant in our illustration had an AFQT score at the 13th percentile, and we assume that he did not achieve the minimum acceptable score on the AQB, he is not acceptable and not qualified for induction into the military service. He is subsequently reclassified as 1Y, which is a designation of young men whose trainability is limited but who could be inducted into the military service during periods of national emergencies. Young men who score below the 10th percentile are reclassified as 4F and not further considered for military service. The preinduction examination has now been completed and our registrant has become a mental rejectee.

Unfortunately for him, the qualities he would need to perform effectively in today's military service are similar to those needed in a wide range of civilian jobs. Thus many of the young men who fail the AFQT can be expected to encounter difficulties as they lack many of the qualities needed to lead self-sufficient, productive lives in the civilian economy.

The increasing number of draft rejectees and other young persons out of school and out of work has become one of the major social problems of the present decade. In order to prepare recommendations for programs to help these young people, the President's Task Force on Manpower Conservation made a study of rejectee characteristics during 1963.* The Task Force found that many rejectees were victims of inadequate education and impoverished home environments. Four out of five were high school dropouts; one third were unemployed; their annual income was about a third less than that of the general population of the same age; those employed were in unskilled, semi-skilled and service jobs in higher proportions than the total population; a third came from broken homes; and nearly 10% had court records.

One of the major recommendations of the Task Force as stated in One-Third of a Nation was that expanded opportunities for training and retraining be made available to rejectees. To develop such programs, it was felt that more detailed information about the national population of mental rejectees was needed. As a first step in obtaining this information, a pilot study preparatory to a nationwide study was conducted by the Research Triangle Institute.

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* One-Third of a Nation, U. S. Department of Labor, January 1, 1964.

B. Purpose and Scope of Study

This study was designed to accomplish two major purposes. One of these was to make recommendations on the methodology for a national study of mental rejectees. The other was to assess, within the limitations of a pilot study sample, the rejectees' vocational potentials, their problems of vocational adjustment, and their special needs for assistance. The aim was to extract from a pilot investigation as much information as possible, relevant to the development of programs for assistance.

C. Research Methodology

The methodology used in this study is described in detail in the discussion of methodology for a national survey, on pages 48 to 55. The objective here is to describe briefly the general approach used, as a background for the whole report.

(1) Sampling

Existing information concerning characteristics of rejectees suggested that rejectees of urban and rural backgrounds may have different characteristics and might require somewhat different programs of assistance. Two samples were therefore drawn, one in Baltimore and another in North Carolina. The young men rejected for mental reasons during the preceding 12-month period in each of the two areas were designated as the sub-populations from which two interpenetrating probability samples were drawn.

Since information concerning the Selective Service records of a registrant is confidential until he voluntarily signs a release form, the North Carolina State Selective Service Office and the Maryland State Selective Service Office were requested to make an initial contact with the young men selected for study. Each office cooperated by sending to each man a letter through his local draft board inviting him to participate and to sign a release for his Selective Service records. When this signed release was received, the State Selective Service Officer could then give the man's name and address to the Research Triangle Institute and the rejectee could be contacted directly and arrangements could be made for interview and testing. A sample of 100 rejectees in each of the two areas was established as a goal in the planning stages. A large non-response rate was encountered, primarily from two sources: failure to obtain a release, and failure to persuade the contacted rejectee to participate. A total of 103 rejectees participated.

(2) Data Collection

The rejectees who agreed to participate in the study were tested and interviewed at a central location. The following general kinds of information were selected as most relevant: intelligence; vocational aptitudes; current employment and vocational status; literacy and educational attainment; attitudes and motivation for training or work; psychological and physical health; and the socio-economic situation of the rejectee and his immediate family. With this list as a guide, the following measures were selected for use in this study: Wechsler Adult Intelligence Scale (WAIS), General Aptitude Test Battery (GATB), Rorschach Test, and a comprehensive interview conducted by a psychiatric social case worker using a questionnaire* developed for this study. Clinical psychologists administered the WAIS and Rorschach. The GATB was administered by personnel at Employment Security Commission Offices (N.C.) and at the Youth Opportunity Center (Baltimore). After administration of these measures, the clinical psychologist and the social worker reviewed each case jointly and completed an examination report.** The examination report contained the results of the tests and examinations as well as the examining team's evaluation of the psychological health of the rejectee, his socio-economic needs, and his motivation for training.

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* See Appendix A, Questionnaire, page 75.

** See Appendix B, Examination Report, page 113.

(3) Analysis of Rejectee Characteristics

The information contained in the questionnaire and in the examination report permitted an intensive evaluation of the vocational potential of the pilot study rejectees and an assessment of their needs for assistance. Test scores from the GATB were used to classify the rejectees into three vocational aptitude groups. The scores on the GATB scales were converted to estimates of vocational potential in terms of the three basic factors or dimensions used for specification of job requirements in the 1965 Dictionary of Occupational Titles (DOT). These are the levels of relationship with data, people, and things. Score requirements were derived from a tabulation of GATB score requirements stated in Volume II of the DOT for each of 114 worker-trait groups.

Comparisons were made between the vocational potential of each rejectee and his current vocational status, thereby obtaining an approximate indication of vocational adjustment within each of the three groups. This information on vocational adjustment was supplemented by further information obtained in the interviews, so as to yield a comprehensive description of the rejectee's problems and needs for assistance.

D. Organization of Report

The complete findings of this study are presented in Parts I and II of this report. Part I is entitled "Vocational Potential and Employment Problems of the Rejectee." It contains an analysis of the vocational potential, problems, and needs of the rejectees in the pilot study sample, as a basis for developing tentative plans for assistance.

Part II, "Recommendations for Further Research," treats in considerable detail the procedures for a national survey. The need for experimental studies and related research needs are also treated in Part II.

Detailed tabulations of the data are included in the Appendix of this report.

2. FINDINGS AND RECOMMENDATIONS

This section contains a brief review of the major findings and recommendations of the entire pilot study. The first section, drawing from Part I of the report, reviews the major characteristics and needs of the 103 rejectees comprising the pilot study sample. Due to the high total non-response rate (nearly 60%) these 103 young men can hardly be considered as a probability sample of the mental rejectees in the two areas studied. However, the problems that they encounter are of such a magnitude that even though the sample is small, the findings are considered to be important. The second section, drawing from Part II reviews the methodological findings of the pilot study, from the perspective of a national survey. It also contains a brief discussion of the need for experimental studies of programs designed to help the rejectee and similar groups.

A. Vocational Potential and Employment Problems of the Rejectee

Almost all of the 103 rejectees in the pilot study sample have the potential to perform useful work, in most cases at unskilled or semi-skilled levels. However, they have experienced great irregularity of employment and instability of income. In order to improve their vocational adjustment, many need special remedial education in basic language and number skills. Many also need help with psychological problems and help in developing better work habits. All of these efforts at individual development should be complemented by the development of better employment opportunities--entry jobs suited to their capacities, with career ladders for the advancement of those with greater potential for vocational growth. More specific findings regarding the pilot study sample are outlined below.

(1) General Severity of the Rejectee's Problems

The 103 rejectees in the pilot study sample are encountering severe problems in civilian life. The general nature of their problems is revealed by the following facts.

a. Basic Characteristics of Sample

Age (mean) is 21 years.

Race Negro: 84 (82%) White: 19 (18%)

Place of Residence Urban: 82 (80%) Rural: 21 (20%)

b. Employment and Earnings

28% were unemployed at the time of the survey (March-April 1966).

Average job tenure is 7 months.

65% work as unskilled laborers.

Over 56% earn less than $1.50 per hour.

Only 2 of the sample (103) work at skilled or professional jobs.

c. Educational Attainment

20% are illiterate.

39% have less than a ninth grade education.

23% are high school graduates.

d. Intelligence*

Median IQ is 81.

Median intelligence (G) is at the 7th percentile of the working population.

Median verbal aptitude (V) is at the 10th percentile.

Median numerical aptitude (N) is at the 5th percentile.

Median spatial aptitude (S) is at the 17th percentile.

e. Perceptual and Motor Aptitudes* (percentiles of the working population).

Form perception (P)	17th
Clerical perception (Q)	25th
Motor coordination (K)	14th
Finger dexterity (F)	13th
Manual dexterity (M)	36th

(2) Vocational Potential of the Rejectee

The vocational potential of the rejectees in the pilot study may be inferred from an analysis of their performance on the General Aptitude Test Battery (GATB). They may be classified in the following three groups.

a. Group 1: Lowest Vocational Potential (28 men)

Intelligence (G) below 10th percentile.

Median Full Scale IQ of 78.

Motor aptitudes generally below 10th percentile.

Capable of only the simplest kinds of occupations.

Experience difficulty in understanding written instructions.

Have mental and physical capability to perform useful work, but limited to work with hand tools.

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* Median IQ is from Wechsler Adult Intelligence Scale. All other data on intelligence and aptitudes are from the General Aptitude Test Battery.

b. Group II: Higher Motor Aptitudes (47 men)

Intelligence (G) below 10th percentile.

Median full scale IQ of 79.

Motor aptitudes generally above 10th percentile.

Potential for work involving feeding-offbearing and tending of machines.

Experience difficulty in occupations involving verbal instructions or handling of data.

c. Group III: Highest Vocational Potential (25 men)

Intelligence (G) generally between 10th and 30th percentiles.

Median full scale IQ of 90.

Motor and perceptual aptitudes at operating-controlling level.

Potential for semi-skilled and skilled jobs.

(3) Adjustment Problems of the Rejectee

The adjustment problems of the three groups described above may be summarized as follows.

a. Group I: Lowest Vocational Potential (28 men)

Irregularity and discontinuity of employment.

Incomes and earnings very low.

Very low literacy (86% illiterate or poorly literate).

Low educational achievement (57% less than 9th grade).

A serious lack of basic academic skills and insufficient intelligence to progress very far.

Not aware of vocational guidance and job placement services.

Half have significant psychological problems.

b. Group II: Higher Motor Aptitudes (47 men)

Very similar to problems of Group I.

Irregularity of employment.

Low incomes and low earning power.

Low literacy (72% illiterate or poorly literate).

Low educational achievement (43% less than 9th grade).

Nearly one-half have significant psychological problems.

c. Group III: Highest Vocational Potential (25 men)

Working considerably below potential occupational level.

Irregularity of employment: 64% with 3 or more jobs since starting work.

Low earnings.

Improved basic academic skills required for 60% of men in group.

Nearly half have significant psychological health problems.

(4) Needs for Assistance

Essentially, two types of needs are indicated: (a) the need for individual development and (b) the need for job creation and modification of other job-related environmental factors. All three groups share the following needs:

Programs to improve levels of basic education and language expression.

Programs to develop rudimentary skills in the use and manipulation of numbers.

Programs to improve psychological health.

Greater availability of jobs in line with their vocational potential.

a. Groups I and II: Special Additional Needs

The basic need is for the development of vocational infra-structure. Assistance is urgently needed that will give these men the prerequisites for entry into some segments of the labor market or enable them to regularize their employment. On the job training programs should be capable of providing some of this type of assistance.

b. Group III: Special Additional Need

The establishment of career ladders that would enable some members of this group to advance from entry jobs to semi-skilled and skilled jobs, including some of the white collar professions.

Thus all three groups have many similar problems and needs. These are summarized in Table 1. However, in designing programs of assistance, it is necessary to recognize the diversity of needs of the rejectees with respect to individual development, and to provide programs with sufficient flexibility to enable all participants to develop their potential to the fullest extent.

Table 1

SUMMARY OF VOCATIONAL POTENTIAL AND EMPLOYMENT PROBLEMS OF THE MENTAL REJECTEE

	GROUP I (N=28)	GROUP II (N=47)	GROUP III (N=25)	ALL GROUPS (N=100)
VOCATIONAL POTENTIAL				
Median on GATB (G)	4th percentile of working population	5th percentile of working population	16th percentile of working population	7th percentile of working population
Dexterity and Motor Coordination	Very poor	Poor	Average	*
Potential levels of work with:				
Data	No significant relationship	No significant relationship	Computing, copying, comparing	*
People	No significant relationship	No significant relationship	Speaking, signaling, serving	*
Things	Handling	Driving-operating, tending	Setting-up, precision working, and operating-controlling	*
Job Potential (Examples):	Laborer Kitchen Helper Packer	Watchman Solderer Mixer Operator	Toll Collector Receiving Clerk Meter Reader	*
Potential for Remedial Education	Poor	Fair	Good	*
Potential for Development	Poor	Limited	Good	*
ADJUSTMENT PROBLEMS				
Current Vocational Adjustment: Job Level vs Potential	Adequate	Inadequate	Inadequate	*
Unemployed over 40% of the time	43%	34%	32%	36%
Median Annual Income	$2,000	$2,500	$2,500	$2,500
Insufficient Literacy	86%	72%	24%	64%
Completed High School	11%	17%	48%	23%
Insufficient Motivation	57%	30%	24%	36%
Significant Psychological Problems	58%	47%	44%	49%
Major Socio-economic Needs	32%	21%	28%	26%
Major Vocational Need	Regularization of Employment	Regularization of Employment and Upgrading of Skills	Upgrading of Skills and Job Advancement	*

* A summary statement for three characteristics of vocational potential and adjustment problems include the range giv in the breakdown of the three groups. For a detailed discussion of each characteristic by groups see chapters 3 an

B. Recommendations for Further Research

(1) Recommendations on a National Survey

A national survey could yield valuable information on the numbers of mental rejectees in need of various types of assistance. It would, however, underestimate the magnitude of the problem unless consideration was given to non-rejectee groups, both male and female, with similar problems and needs.

If a national survey is undertaken, special attention must be given to sampling problems. Better systems are needed for obtaining releases from rejectees so that Selective Service offices can release their names to the researchers, and better methods are needed for persuading rejectees to come in for examination, after they have signed releases. There is also a need to develop or test new sources of information on certain rejectee characteristics, such as educational achievement level, vocational interests and needs, work habits, motivation, psychological problems, social behavior, expenditure patterns,and quality of health care.

(2) Need for Additional Research

The pilot study has identified several problem areas, such as insufficient motivation, inadequate work habits, low educational achievement, and psychological maladjustment. The effects of specific program features on these variables should be tested in a carefully designed, tightly controlled multi-stage, multi-variate experiment.

The experiment would be preceded by an intensive study of the motivational and other needs of a small group of rejectees. After these needs have been clarified, special program approaches would be designed, drawing from a list of independent variables including but not limited to the following:

Living arrangements

Training allowances

Job content

Pay rates

Prospects for promotion or increased wages

Promise of employment following training

Promise of employment near home

Extensive structuring of job and leisure environments

Job-centered versus deficiency-centered education

Individual tutoring versus group education

Intensive mental health care versus vocational counseling

Other experiments might explore methods for modifying the rejectee home environment and obtaining cooperation of employers.

3. VOCATIONAL POTENTIAL OF THE REJECTEE

A. System for Classifying Rejectees on Basis of Vocational Potential

In order to evaluate the vocational adjustment problems of the 103 mental rejectees included in the pilot study sample, it is first necessary to know something about their aptitudes. For some rejectees with very limited aptitudes, a good vocational adjustment might involve steady employment at even the simplest kinds of jobs. For others with greater aptitudes, employment in the same kinds of jobs might constitute very poor vocational adjustment.

An indication of the vocational potential of the rejectees in this study is provided by their performance on the General Aptitude Test Battery (GATB). Performance on the GATB may be thought of as showing the approximate upper limits of vocational potential, indicating what a rejectee can achieve with appropriate training, adequate motivation, and a supportive environment.*

A key feature of the present study is a system for translating GATB performance into a general picture of the kinds of occupations for which the sample rejectees are suited. Using this system, it was found that the vocational potential of almost all rejectees studied was quite low, and that at this bottom end of the potential range, 100 of the 103 rejectees could be classified within three vocational potential groupings, for the purpose of studying their vocational adjustment. The system for translating GATB performance into vocational potential is described in greater detail below. The detailed definitions and descriptions of the three groups are given later in this section, beginning on page 20.

In order to relate GATB scores to potential job performance, we have used the three basic dimensions used for specification of job requirements in the 1965

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* It is possible that the GATB may understate the potential of culturally deprived persons. "Culture free" tests are currently being developed by the United States Department of Labor. For further discussion of this problem, see pages 27, 58 and 60.

Dictionary of Occupational Titles (DOT). These are (a) the level of relationships with data, (b) the level of relationships with people, and (c) the level of relationships with things. The levels defined in the DOT are:

RELATIONSHIPS WITH...

	...DATA		...PEOPLE		...THINGS
0	Synthesizing	0	Mentoring	0	Setting-Up
1	Coordinating	1	Negotiating	1	Precision Working
2	Analyzing	2	Instructing	2	Operating-Controlling
3	Compiling	3	Supervising	3	Driving-Operating
4	Computing	4	Diverting	4	Manipulating
5	Copying	5	Persuading	5	Tending
6	Comparing	6	Speaking-Signaling	6	Feeding-Offbearing
7	No significant relationship	7	Serving	7	Handling
8		8	No significant relationship	8	No significant relationship

The DOT provides more complete definitions of these levels, but it does not specify GATB score requirements for the various levels. However, a set of score requirements for translating GATB performances into potential for various levels of relationships with data, people, and things, were derived from a tabulation of the GATB score requirements stated in Volume II for each of the 114 worker-trait groups, classified according to their levels on each of the three dimensions.

For example, the occupational group titled "Routine checking and recording" is listed in Volume II at level 5 on data, level 8 on people, and level 8 on things. The GATB G requirement listed in the DOT for this occupational group is "3", which signifies the middle third of the working population and corresponds to the score range 92-108. Thus for this one group of jobs at level 5 on data, a GATB G scale performance from 92 to 108 is desirable. By observing in a similar fashion the G requirements for all other occupational groups at level 5 on *data*, we can generate a good picture of the minimum G requirements for that level. The same procedure can be applied to all of the levels on each of the three dimensions, for each GATB scale.

For some of the levels on the *data*, *people*, or *things* dimensions, the DOT lists very few occupational groups, and the GATB score requirements for these levels are sometimes slightly inconsistent. In these instances the score requirements were set so as to get a logical progression of requirements for successively higher levels of the *data*, *people*, and *things* dimensions. In almost every instance of inconsistent score requirements for a level, the lower requirement was adopted; thus the benefit of the doubt was given to the rejectees. The resulting GATB score requirements for each level of relationship with *data*, *people*, and *things* are shown in Tables 2, 3, and 4 (pages 17-19). These requirements are only tentative approximations, but they are based on an impressive body of validation research, and they do provide a useful basis for summarizing what we have found out about the vocational potential of the rejectees in the pilot study sample. Furthermore, the resulting classification system has the advantage of direct comparability with the DOT.

Tables 2, 3, and 4 were used to assign each rejectee to a level of potential for dealing with *data*, *people*, and *things*. As an example of how this was done, suppose that the GATB scores recorded for an individual were as follows.

G (intelligence)	76	S (spatial aptitude)	80
V (verbal aptitude)	78	P (form perception)	75
N (numerical aptitude)	78	K (motor coordination)	78
		F (finger dexterity)	72
		M (manual dexterity)	82

To find this individual's level on the *data* dimension, one compares his G, V, and N scores with the minimums shown in Table 2. He qualifies for *data* levels (4, 5, 6), as his scores are larger than the minimum requirements of G = 74, V = 74, and N = 74, but he does not qualify for *data* levels (1, 2, 3), with minimum requirements of G = 92, V = 92, and N = 74. His levels on the *people* dimension, found from Table 3, are (6, 7), and he is at levels (3, 4) on the *things* dimension.

TABLE - 2

MINIMUM GATB SCORE REQUIREMENTS FOR EACH LEVEL OF RELATIONSHIP WITH DATA

Level	GATB Scales			Number of Rejectees
	G	V	N	
0 Synthesizing	109	92	74	0
1 Coordinating 2 Analyzing 3 Compiling	92	92	74	1
4 Computing 5 Copying 6 Comparing	74	74	74	21
7 8 No significant relationship	0	0	0	81

Note: Raw score requirements are shown in the above table. Percentile equivalents for the working population on any of the GATB Scales are as follows:

109+	67 - 100%
92-108	34 - 66%
74-91	10 - 33%

TABLE - 3

MINIMUM GATB SCORE REQUIREMENTS FOR EACH LEVEL OF RELATIONSHIP WITH PEOPLE

Level	GATB Scales			Number of Rejectees
	G	V	N	
0 Mentoring	126	126	92	0
1 Negotiating 2 Instructing	109	109	92	0
3 Supervising	92	92	92	1
4 Diverting 5 Persuading	92	92	74	0
6 Speaking-Signaling 7 Serving	74	74	0	27
8 No significant relationship	0	0	0	75

Note: Raw score requirements are shown in the above table. Percentile equivalents for the working population on any of the GATB Scales are as follows:

126+	91 - 100%
109-125	67 - 90%
92-108	34 - 66%
74-91	10 - 33%

TABLE - 4

MINIMUM GATB SCORE REQUIREMENTS FOR EACH LEVEL OF RELATIONSHIP WITH THINGS

Level	GATB Scales		Number of Rejectees
	G	S P K F M	
0 Setting-Up	92	92 on 4 of these	2
		S P K F M	
1 Precision Working 2 Operating-Controlling	74	92 on 4 of these	6
		S P K F M	
3 Driving-Operating 4 Manipulating	74	74 on 4 of these	21
		K F M	
5 Tending 6 Feeding-Offbearing	0	74 on 2 of these	43
7 Handling 8 No significant relationship	0		31

Note: Raw score requirements are shown in the above table. Percentile equivalents for the working population on any of the GATB Scales are as follows:

92-108	34 - 66%
74-91	10 - 33%

The next step was to group the rejectees on the basis of their levels on each dimension. Most rejectees were at the two or three lowest levels (6, 7, and 8) on the data and people dimensions because of their very low scores on GATB scales G (intelligence), V (verbal aptitude), and N (numerical aptitude). This made it possible to summarize the information about the rejectees' aptitudes quite well in terms of just three vocational potential groups. One of these groups is capable of simple work involving no special mental or motor skills. A second group is capable of some types of semi-skilled work, provided that the mental requirements are low. The third group has the potential for a wider variety of jobs, involving more verbal and conceptual activity. The aptitudes of these three groups are described in greater detail in sections B, C, and D below.

B. Group I: Lowest Vocational Potential (28 men)

The first vocational potential group consists of 28 rejectees whose aptitudes as measured by the GATB are quite limited. Their scores on G (intelligence) and on at least two of the three scales K (motor coordination), F (finger dexterity), and M (manual dexterity) are below the tenth percentile of the working population. Their scores on most other GATB scales are also quite low. Their vocational potential is summarized in Table 5.

TABLE - 5

SUMMARY OF GROUP I VOCATIONAL POTENTIAL:

LEVEL OF RELATIONSHIP WITH...

...DATA			...PEOPLE			...THINGS		
Level	Description	N	Level	Description	N	Level	Description	N
7, 8	No significant relationship	28	8	No significant relationship	28	7	Handling	28
						8	No significant relationship	

Most of these men probably have the potential for only the simplest kinds of occupations at the bottom levels on the data, people, and things dimensions. Most are likely to have great difficulty mastering occupations involving handling of data or verbal interaction. They are likely to experience difficulty in understanding written instructions or requests, and in responding to complex, non-repetitive changes in the work situation. They are able to work with hand tools but are likely to experience difficulty even in jobs involving simple feeding-offbearing or tending relations with machines.

Men in this group may do quite well in jobs such as hand packer, carpenter's helper, boxcar loader, construction laborer, or kitchen helper, but might have trouble with jobs such as machine feeder, drill press operator, butcher, janitor, or dump truck driver.

GATB and Wechsler Adult Intelligence Scale (WAIS) median score distributions for these men are shown in Table 6. The generally low level of aptitudes is quite apparent. However, it should be noted that even at this low level, all of these men do have the mental and physical capabilities to perform useful work. Furthermore, some of them may have more latent ability than was revealed by their GATB performances. The extent to which these capabilities are being utilized, and the problems involved in their utilization, are discussed on pages 28 to 34.

C. Group II: Higher Motor Aptitudes (47 men)

The second vocational potential group consists of 47 rejectees who have higher psychomotor aptitudes than those of the first group, but who have similar conceptual limitations. Their vocational potential is summarized in Table 7.

All of the men in this group obtained GATB scores above the tenth percentile of the working population on at least two of the three scales K (motor coordination), F (finger dexterity), and M (manual dexterity), indicating that they may have the potential for jobs up through levels 5 and 6 on the things dimension, involving feeding-offbearing or tending of machines.

TABLE - 6

GATB AND WAIS MEDIAN SCORES*

**GATB	Group I (N = 28)	Group II (N = 47)	Group III (N = 25)	Total Group (N = 100)
G (Intelligence)	64	66	80	70
V (Verbal Aptitude)	68	70	82	72
N (Numerical Aptitude)	58	64	80	67
S (Spatial Aptitude)	71	78	91	81
P (Form Perception)	70	76	95	80
Q (Clerical Perception)	83	81	95	85
K (Motor Coordination)	60	80	95	78
F (Finger Dexterity)	55	81	101	78
M (Manual Dexterity)	68	99	106	93
WAIS				
Verbal IQ	76	80	92	81
Performance IQ	75	81	91	82
Full Scale IQ	78	79	90	80

Note: All of the GATB scales have a mean of 100 and a standard deviation of 20. Percentile equivalents for the working population are as follows:

Score	%
100	50
90	31
80	16
70	7
60	2

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[*] Complete frequency distributions of the GATB and WAIS scores are shown in the Appendix D.

[**] There were 6 men in Group I and 9 men in Group II who were not administered the G, V, and N factors of the GATB because they failed to pass a screening device given prior to testing. These men are thus not included in determining the median for these three factors of the GATB. Thus, the G, V, and N medians shown for Groups I and II are probably slightly higher than they would be if all men were included.

TABLE - 7

SUMMARY OF GROUP II VOCATIONAL POTENTIAL:

LEVEL OF RELATIONSHIP WITH...

...DATA			...PEOPLE			...THINGS		
Level	Description	N	Level	Description	N	Level	Description	N
7, 8	No significant relationship	47	8	No significant relationship	47	3	Driving-Operating	6
						4	Manipulating	
						5	Tending	41
						6	Feeding-Offbearing	

Forty-one of these men are below the tenth percentile of the working population in G (intelligence) and are therefore likely to experience difficulty with jobs involving more complex relations with machinery, such as manipulating, driving-operating, controlling, precision working, or setting-up. They are also likely to have great difficulty mastering occupations involving verbal interaction or the handling of data. These 41 men have greater psychomotor aptitudes than the 28 men in the first vocational potential group, but in view of their low scores on most scales, including the important G, V, and N scales, their vocational potential is only slightly better than that of Group I.

The remaining six men in the second vocational potential group are above the tenth percentile on G (intelligence) but are still in the bottom one-third of the working population. Their scores are also above the tenth percentile of the working population on at least four of the five scales S (spatial aptitude), P (form perception), K (motor coordination), F (finger dexterity), and M (manual dexterity). Thus they have the conceptual, perceptual, and motor aptitudes required for slightly more complex relations with machines (levels 3 and 4 on the things dimension), such as manipulating or driving-operating. However, none of these six men meet the requirements of the top three levels (level 0, 1, and 2) for relationships with things, and their verbal and numerical aptitudes as measured by scales V and N are not high enough to meet the requirements for jobs having significant relations with people or data. Their advantage over the other 41 men in this vocational potential group is quite small.

Thus the 47 men in the second vocational potential group have the motor aptitudes needed for semi-skilled or unskilled work with machines, but most of them are likely to experience difficulty in understanding written instructions or requests, and in responding to complex changes in the stimulus situation.

All of the men in this group should be able to do quite well at any of the jobs mentioned as suitable for men in the first group. Many of them may also be able to handle slightly more difficult jobs, such as mixer operator, banding machine operator, paper cutter, groundskeeper, or solderer.

GATB and WAIS score distributions for men in the second group are shown in Table 6 (p. 22). Again, although their aptitudes are not high, these men should be able to perform useful work. The special problems faced by this group in realizing their vocational potential are discussed on pages 34-38 of this report.

D. Group III: Highest Vocational Potential (25 men)

The third vocational potential group contains 25 rejectees who have greater conceptual aptitudes than the other two groups, and who also have some strength in the perceptual and motor areas. Their vocational potential is summarized in Table 8.

All of these men obtained G (intelligence) and V (verbal aptitude) scores above the tenth percentile of the working population (two of them had G scores slightly above the 33rd percentile), indicating that they have the potential for jobs involving serving or speaking-signaling relations with people (levels 6 and 7). Nineteen of them also had scores on N (numerical aptitude) above the tenth percentile of the working population, indicating that they may have the potential for jobs involving computing, copying, or comparing data (levels 4, 5, and 6).

TABLE - 8

SUMMARY OF GROUP III VOCATIONAL POTENTIAL:

LEVEL OF RELATIONSHIP WITH...

...DATA			...PEOPLE			...THINGS		
Level	Description	N	Level	Description	N	Level	Description	N
4	Computing	19	6	Speaking-Signaling	25	0	Setting-Up	2
5	Copying		7	Serving		1	Precision Working	6
6	Comparing					2	Operating-Controlling	
7	No significant relationship	6				3	Driving-Operating	15
8						4	Manipulating	
						5	Tending	2
						6	Feeding-Offbearing	

On the things dimension, two of these men met the requirements for the highest level, (setting-up). Six met the requirements for levels 1 and 2 (precision working and operating-controlling), and 15 met the requirements for levels 3 and 4 (driving-operating and manipulating). The remaining 2 men met the requirements for tending, feeding-offbearing, and handling things (levels 5, 6, and 7).

Thus the 25 men in the third vocational potential group have sufficient aptitudes for some types of skilled work and many types of semi-skilled work. Although their intelligence as measured by the GATB and WAIS is quite low, they do possess sufficient conceptual aptitudes to warrant some optimism regarding their ability to work with other people, to understand written communications, and to cope with some rather complex or subtle changes in the stimulus situation.

Many of the men in this group should be able to handle jobs such as receiving clerk, toll collector, service station attendant, meter reader, paper hanger, or aircraft painter.

E. Summary of Vocational Potential

To summarize these rough groupings, approximately one-fourth of the rejectees in this study have quite limited vocational potential as measured by the GATB, and are likely to perform best in very simple jobs; an additional half of the rejectees have some motor aptitude but are hampered by a lack of conceptual aptitudes needed for verbal interaction or handling of data and are thus likely to perform best in unskilled or semi-skilled work; and the remaining one-fourth have sufficient conceptual and motor aptitudes to handle quite a wide variety of semi-skilled and even some skilled occupations.

These three vocational potential groups include 100 of the 103 rejectees in the current study. The remaining three rejectees possess sufficient intelligence, verbal aptitude, and numerical aptitude for jobs involving speaking-signaling relations with people (levels 6 and 7), and computing, copying, or comparing relations with data (levels 4, 5, and 6), but their motor aptitudes are too low to warrant their inclusion in the third (highest potential) group. However, their vocational prognosis is probably most similar to that of the 25 men in Group III. Since these three men did not fit well in any of the three groups, they are not covered by the analysis of the adjustment problems of rejectees in the next section of this report.

Two notes of caution should be mentioned with regard to this system for classifying rejectees on the basis of their vocational potential. First, any attempt to classify either jobs or people on the basis of only three dimensions is bound to be an oversimplification, when we consider the complexity of the world of work and of human traits. But for the purpose of generalizing about the vocational potential of rejectees, this oversimplification is desirable; it provides a useful basis for evaluating the current level of vocational adjustment of rejectees and for analyzing their adjustment problems.

Perhaps a more serious problem is the relevance of GATB scores, especially for a group who are obviously culturally deprived to a considerable degree. It is quite possible that the vocational aptitudes of this rejectee sample have been systematically underestimated through reliance on the GATB. Some of these men may be able to move up to higher level jobs than we have indicated, but research on "culture free" tests and remedial education is not far enough along to indicate the extent to which this is true.

4. ADJUSTMENT PROBLEMS OF THE REJECTEE

Through a procedure described in the previous section, 100 of the rejectees in the pilot study sample were classified in three vocational potential groups, on the basis of their GATB scores. Group I consists of 28 men who have the potential for unskilled occupations involving little or no complexity. Group II contains 47 men who have somewhat greater motor aptitudes, but who lack the conceptual aptitudes needed for skilled mechanical occupations, clerical work, or work involving verbal relations with people. Group III contains 25 men who have the potential to work comfortably in some types of skilled and a variety of semi-skilled occupations. While not very intelligent compared to the general working population, the men of Group III are able to handle jobs involving interaction with data, people, and things to some degree of complexity.

The objective of this section is to evaluate the vocational adjustment problems of the men in these three groups. This is accomplished by examining their current vocational status, in terms of the skill levels of their jobs, their unemployment rates, and their income levels, and by examining various personal characteristics which are likely to influence their future vocational adjustment.

A. Group I: Lowest Vocational Potential (28 men)

(1) Current Vocational Status

Job level. This group contains 28 men whose aptitudes are quite limited but who do have the potential to perform unskilled work. Practically all of these men have been working in unskilled occupations, at the bottom levels of the data, people, and things dimensions of the DOT. Their current or most recent jobs are as follows:

Yard Hand
Carpenter's Helper
Cookie Packer
Brickmason's Helper
Handyman-Construction
Bus Boy
Mechanic's Helper
Construction Worker
Picker Tender
Laundry Worker
Furniture Mover
Porter (5 rejectees)
Machine Cleaner
Cabinet Making Assembly Line
Kitchen Worker
Brake Shoe Tester
Laborer-Industry
Parking Lot Attendant
Delivery Boy
Custodian
Pipe Layer's Helper
Orderly
Upholstery Apprentice
Truck Driver

These jobs are almost all at the lowest levels in terms of requirements for dealing with *data*, *people*, and *things*, but for Group I as a whole they may not be symptomatic of poor vocational adjustment.

Unemployment. However, a major problem of these men is the great irregularity and discontinuity of their employment. Ten of the 28 men (36%) were unemployed at the time of interview (summer, 1966); and 18 men (64%) have had 3 or more jobs since starting work. Also, of those currently employed, 20% were working less than the normal 40 hour week.

Income. This irregular employment pattern is also reflected in their low incomes. Fifty percent earn less than $2,000 a year, and 89% earn less than $3,000 a year. Most of them (93%) are able to subsist on these low earnings by living in the home of one or both parents. As judged by the interviewing social workers, 18% live in severe poverty and 75% in a position of very moderate means or even mild poverty (see Table D-13, page 145).

In summary, the current vocational status of Group I is considered unsatisfactory. Although they are generally working at job levels in line with their aptitudes, they are victims of irregular employment and low income levels. An investigation of the underlying causes of discontinuity in jobs and a concentrated seeking of avenues to regularize the employment of these men, given their aptitudes, would be most benefical. Any attempt to achieve more regular employment and an increase in income must be realistic in respect to certain other characteristics of these men which are discussed below.

(2) Characteristics Relevant to Vocational Adjustment

It is important to examine certain characteristics other than aptitudes which will affect the vocational adjustment of men in Group I. The characteristics discussed in this section are:

Literacy and educational achievement
Attitudes and motivation
Psychological health
Socio-economic situation
Physical condition

Literacy and educational achievement. Low literacy is certainly a great handicap for Group I; 86% are illiterate or have very poor literacy. This coupled with their low aptitudes presents a tremendous obstacle in a competitive labor market. They are also handicapped by limited education; 57% have less than a 9th grade education and only 11% have completed high school; 86% failed at least one grade in school. Almost all of these men in Group I would need remedial education in the basic academic skills (reading, writing and arithmetic) before they can benefit from specialized training for jobs in the open labor market. However, any efforts at training or rehabilitation must be realistic in relation to their intelligence. Their median WAIS IQ is 78 and their median score on the G (general intelligence) scale of the GATB is 64, at the fourth percentile of the working population. Thus, it may be difficult to raise the literacy and academic skills of many in this group to the level where they can benefit from specialized vocational training or compete successfully for steady jobs in the open labor market.

In summary, most of these men are hampered by a serious lack of basic academic skills, and most of them lack the intelligence to progress very far academically. Thus, from the standpoint of manpower programs, their most important needs may lie in areas other than academic training. Nevertheless, experimental attempts at remedial education should be made.

Attitudes and motivation. The fact that 78% of the employed men in Group I said they were actively looking for another job shows that they are not entirely satisfied with their present work. They attribute their inability to get and keep jobs to such things as inadequate preparation, lack of jobs in certain vocational areas, sickness, and general dissatisfaction with work itself. Five of the ten unemployed rejectees in Group I said that they simply could not find a job; however, just how many of these men were actually making a concentrated effort to find a job is hard to determine. Three of the ten who were unemployed reported that health problems hamper their finding jobs and two said they just did not want to work. Many have failed to make use of the services provided by their State Employment Office. Sixty-eight percent of those in Group I have gone to the State Employment Office at some time, but only 18% have ever obtained employment through them. Hardly any have used the services provided other than job referrals. There is great need for making the vocational guidance and job placement services known to the rejectee and getting him to use them.

Many of the men in Group I responded favorably to questions about desire for self-improvement. Seventy-nine percent expressed interest in taking a reading course and 71% said that they would like to take special school subjects if given the chance. Many said that they would work even if they did not have to, and half felt that they will definitely have better jobs five years from now.

Interest in job training is also fairly widespread. The list below indicates the conditions under which they would consider participation.

86% would consider training if they could be paid for training and could live at home.

64% would consider training on less than full wages.

61% would consider training if the training were free and they could live at home.

57% would consider training if they could be paid for training but had to live away from home.

32% would consider training if the training were free and they had to live away from home.

21% would consider training if they had to pay for the training.

However, these men may have given the socially desirable answers to questions on motivation. The real depth of their desires is difficult to assess. They are generally unaware of current programs for educational and/or vocational training. They recognize the names of some programs, but very few know anything about what the programs have to offer. The examining clinical psychologists and the social workers judged that approximately half of the group either are not likely to follow through with rehabilitation or are totally disinterested in it. How much interest could be sustained through a training program of some duration remains to be seen.

Thus, lack of motivation and general indifference toward improvement of vocational standing may be a major problem for this group. There is a great need for more information regarding what types of rehabilitation efforts are likely to be genuinely attractive to them.

Psychological health. The psychological problems of this group are quite important, especially from a program point of view. Programs to handle men who have significant psychological health problems would require personnel with extensive training, and the participants would need a great deal of individual attention. The examining clinical psychologists and psychiatric social workers judged that among the 28 men in Group I, there was a question of brain damage for 8 men (29%). Another 8 men (29%) were judged to have significant psychological health problems, based on their test performances and responses to interview questions concerning phobias, anxiety, and emotional problems. Thus psychological problems may be a serious handicap to half of the rejectees in Group I.

Socio-economic situation. The socio-economic situation of the men in Group I, though not good, in most cases would not hinder participation in job training or education-oriented programs. As judged by the examining teams, 32% have major socio-economic requisites and 78% have minor socio-economic requisites. Ninety-three percent of these men are single and living with their parents and thus do not have great family responsibilities which would hamper participation in rehabilitation programs. Only a few live in housing which could be classified as comfortable; generally their homes are in slum areas or low-rent urban apartments and the families of approximately half are now receiving or have received welfare help. Many of these men and their families have had trouble with the police for such things as disorderly conduct, liquor law violations, or larceny. Fifty-three percent have family members who have been in trouble with the police and in most cases the rejectee himself was involved.

Physical condition. This group included some rejectees who failed to meet the physical requirements as well as the mental requirements for the draft, but only 4 men in Group I reported themselves as having any physical condition which keeps them from doing ordinary work. Illness was often given as a reason for leaving a particular job or as a reason for being unemployed, but generally the physical condition of the 28 men in Group I, as reported by themselves, was good.

(3) Summary of Vocational Adjustment Problems of Group I

The 28 men in Group I are the men in the sample of 103 with the lowest potential for vocational development. Their performance on the GATB indicates that most of them are likely to adjust best in unskilled occupations. As can be seen from the list of their current jobs, they have not been successful in competing for higher level work. Their greatest vocational adjustment problem is irregular employment and loss of income associated with job discontinuity. Any programs attempting to attack this problem must take into consideration other factors affecting this irregularity of employment. These factors as set forth in Section 2 above are quite important and would be most crucial in setting up a program to improve the vocational adjustment of these 28 men. The most pertinent factors are: the low literacy rate (86% illiterate or marginally literate); a lack of motivation for half the group members; a great need for information concerning available job opportunities and literacy and education programs; and the existence of significant psychological health problems for 50% of the men. Recommendations for improving the vocational adjustment of this group are presented on pages 43 to 45.

B. Group II: Higher Motor Aptitudes (47 men)

(1) Current Vocational Status

Job level. Group II consists of 47 men with much the same aptitudes as those of Group I, but with more ability to perform operations requiring psychomotor skills. The men in this group are potentially qualified to work with things to the level of tending and feeding-offbearing relations with machines. Some are capable of doing even more difficult work with things, to the level of driving-operating and manipulating. Their current jobs, however, with the exception of five or six men, are essentially at the same level as those of Group I. The occupations of the men in Group II (with the exception of one man who has never worked) are listed below:

Farm Hand
Carpenter's Helper (2 rejectees)
Picker Tender
Pump Man
Bakery Worker
Furniture Mover (2)
Truck Loader
Dye Stand Loader
Dye Tub Operator
Machine Maintenance Man
Brickmason's Helper
Watchman
Window Washer
Poultry Butcher
Kitchen Worker (2)
Counterman
Janitor (2)
Box Making Assembly Line
Laundry Worker
Baker's Helper (3)
Porter (6)
Construction Worker (3)
Painter's Helper
Automobile Assembly Line
Fork Lift Operator
Trackman
Warehouse Worker (2)
Packer
Paint Foreman
Saw Operator
Stock Clerk
Furniture Assembly Worker

Unemployment. Jobs such as these often are temporary or are dependent on external factors such as the weather. As a result, the rejectees in Group II have experienced a great deal of unemployment and job discontinuity. Twenty-one percent were unemployed at the time of the interview (summer 1966), and 64% have had three or more jobs since starting work.

Income. This irregularity of employment combines with low paying jobs to produce a pattern of low income for rejectees in Group II. Thirty percent earn less than $2,000 per year, and 66% have incomes below $3,000.

In summary, the current vocational status of rejectees in Group II is not satisfactory. Although the skill requirements of their jobs are generally in line with their aptitudes as measured by the GATB, their unemployment rate is high and their incomes are low.

(2) Characteristics Relevant to Vocational Adjustment

As with Group I, attempts to improve the vocational adjustment of Group II must be realistic in terms of their literacy and educational achievement, their attitudes and motivation, their psychological health, their socio-economic condition, and their physical condition.

Literacy and educational achievement. The literacy and educational problems of men in Group II are similar to those of Group I. Seventy-two percent are either illiterate or poorly literate. Forty-three percent have less than a ninth-grade education, and only 17% are high school graduates. Seventy-two percent failed at least one grade of school.

Thus the rejectees in Group II are seriously deficient in literacy and educational achievement. Most would need remedial education in reading, writing, and arithmetic in order to benefit from vocational training or to compete successfully for the more secure jobs in a competetive labor market. However, efforts at remedial education must be realistic in terms of their median performance at the 5th percentile on the G (intelligence) scale of the GATB.

Attitudes and motivation. Assessment of the vocational attitudes and motivation of these men is difficult. Most of the evidence obtained in the pilot study is in the form of answers to direct questions about desires for training and employment, and in some instances it appears that the rejectees give the socially desirable response even when it contradicts other replies.

For example, most of them express interest in training programs and in relocating for better jobs; yet 80% say they are completely satisfied with their present jobs or satisfied with only minor reservations. This satisfaction with their present situation could prove to be a major problem in motivating them to improve their vocational adjustment.

Fifty-seven percent of the men have been to the State Employment Office to look for jobs, but only 6% (3 men) have ever obtained employment through this means. Yet, three-fourths of the men report no trouble getting and keeping jobs. This again indicates their willingness to accept the status quo.

On the other hand, when asked, most express an interest in self-improvement, as summarized below:

94% would consider training if they could be paid for training and could live at home.

81% would consider training on less than full wages.

79% would consider training if they could be paid for training but had to live away from home.

79% would consider training if the training were free and they could live at home.

70% would consider reading courses or special remedial education.

58% would consider training if the training were free and they had to live away from home.

21% would consider training if they had to pay for it.

Other indications of motivation are the fact that 79% say they would work even if they didn't have to, 75% expressed a willingness to move to another city for a better job, and 66% definitely felt that they will have a better job five years hence.

Again, these expressions of motivation are hard to evaluate because we have no way of knowing what circumstances would be required before they would actually take action. In the judgment of the interview teams, 26% are extremely well motivated, another 44% are moderately well motivated and the remaining 30% are either ambivalent or totally disinterested. Whether much interest could be sustained through specially designed remedial training programs of some duration remains to be seen.

Psychological health. On the basis of questions asked by social workers and psychological tests administered by clinical psychologists, it was found that 38% of the men in Group II have significant psychological health problems and another 9% probably have brain damage. Thus almost half of the rejectees in Group II are suffering from some psychological problem.

Socio-economic situation. From all indications, the men in Group II are not severely handicapped by their socio-economic situation. Seventy-nine percent of the men in this group were considered to have only minor economic problems, and only 13% have family responsibilities which would make rehabilitation difficult. Thus, most of these men would be able to participate in educational and training programs without placing a great financial burden on their immediate families.

Physical condition. Only 17% (8 men) reported themselves unable to perform ordinary work due to some illness or physical condition. Those who were unable to do ordinary work suffered from such ailments as bad back, asthma, ulcers, and allergy. The other 83% of this group, however, reported that they have nothing wrong in the way of sickness or handicap which keeps them from doing ordinary work.

(3) Summary of Vocational Adjustment Problems of Group II

The men in Group II are very similar to those in Group I, except that their greater dexterity and motor coordination enable them to perform more complex operations dealing with things. Their major vocational adjustment problems are irregularity of employment and low income. Contributing to these problems are low literacy, poor educational attainment, possible lack of motivation, and existence of significant psychological problems. Job training might be of benefit to many rejectees in Group II, especially if training and job requirements can be adapted to their low literacy and educational levels. Also, practically all need to be better informed of opportunities for training and employment.

C. Group III: Highest Vocational Potential (25 men)

(1) Current Vocational Status

Job level. Group III consists of 25 rejectees whose conceptual aptitudes are considerably higher than those of the first two groups. They also scored higher in perceptual and motor areas. Most of them scored above the 10th percentile of the working population on most of the GATB scales, indicating a potential for jobs involving greater complexity of interaction with *data*, *people*, and *things*. These men are capable of computing, copying, or comparing *data*, speaking or signaling with *people*, and driving-operating and manipulating *things*. They have the potential for employment in most semi-skilled jobs and in some skilled jobs. These greater aptitudes are not fully reflected in their current employment. Their current or most recent jobs are as follows:

Loom Operator
Dye Press Operator
Janitor
Boxcar Loader
Lumber Yardman
Metal Heat Treater
Construction Worker (2 rejectees)
Laundry Truck Helper
Carpenter's Helper
Pinking Machine Operator
Packer (2 rejectees)
Machine Operator - Plastics
Freight Handler
Upholstery Worker
Shoe Shop Manager
Bookbinder's Helper
Stock Clerk
Offset Press Operator
Checker
Library Clerk
Driller
Sheet Metal Mechanic
Bakery Packer

While some of these jobs are above the lowest levels on the *data*, *people*, and *things* dimensions, the general picture is one of under-utilization. Thus, their current vocational status is unsatisfactory from the standpoint of job level.

Unemployment. In spite of their greater aptitudes, irregularity of employment is a serious problem for Group III. Thirty-six percent were unemployed at the time of the study (summer 1966), and 64% have had 3 or more jobs since starting work.

Income. With this high rate of unemployment, their annual earnings are bound to be low. Forty percent earn less than $2,000 per year and 68% earn less than $3,000 per year.

In summary, although some men in Group III are doing quite well, their current vocational status is clearly below their potential in terms of job level, unemployment, and income. If they could be prepared for and placed in higher level semi-skilled and skilled jobs, not only would they benefit, but there would also be more room in the lower level occupations for the men in Groups I and II.

(2) Characteristics Relevant to Vocational Adjustment

Characteristics other than intelligence and aptitudes can greatly affect the vocational adjustment of the worker. In Group III these other characteristics are particularly important because these men have the required aptitudes and yet have not properly adjusted. Thus it is not excessively low aptitudes, but other factors relevant to their vocational adjustment, that seem to be holding these men back.

Literacy and educational achievement. Basic literacy is not a great problem for Group III. Seventy-six percent of these men have sufficient literacy and only one man was judged as illiterate. Although 72% have failed at least one grade in school, only 16% have less than a ninth-grade education, and 48% have completed high school.

However, the interviewers did find a need for improvement in basic academic skills for 60% of these men. For many, some type of remedial education might be a highly desirable prerequisite to specialized vocational training and placement. Most expressed a willingness to try to improve their literacy and educational levels. Sixty percent expressed interest in taking a reading course and 68% said they would like to take special classes in school subjects if available.

Attitudes and motivation. Attitudes toward vocational training and employment also seem to be good. Most are willing to participate in training under a variety of circumstances, including those involving relocation. Their interest in training under various circumstances is shown below.

100% would consider training if they could be paid for it and could live at home.

80% would consider training if training were free and they could live at home.

76% would consider training on less than full wages.

68% would consider training if they could be paid for taking the training, but had to live away from home.

56% would consider training if training were free and they had to live away from home.

36% would consider training if they had to pay for the training.

The judgment by the examining teams was that 72% of the men in Group III have sufficient motivation. Twenty-four percent were considered to be extremely well motivated toward rehabilitation, 48% moderately well motivated, 20% ambivalent about rehabilitation and 8% totally disinterested. Another factor indicating good motivation is that 84% (21 men) felt that they will have a better job five years from now. Motivation thus may not be a serious problem for most in this group.

Psychological health. Significant psychological health problems were observed for 44% of the men in Group III. The interviewing psychologists and social workers concluded that some type of medical intervention, counseling, or situational modification would be necessary for these men prior to enrollment in vocational training programs. These psychological problems appear to be a major hindrance to the vocational adjustment of these men in Group III.

Socio-economic situation. Although the economic situation of rejectees in Group III is poor, in most cases it is not likely to be a serious obstacle to their vocational adjustment. Most of them live at home with their parents and do not have heavy financial burdens. Only one-fourth of the group were judged to have serious family responsibilities or financial problems that might prevent their participation in rehabilitation programs. However, their social adjustment may be a more serious problem. Thirty-six percent have been in some kind of trouble with the police.

Physical condition. Only one of the 25 men in Group III reported himself as having an illness or physical problem which kept him from doing ordinary work. Thus physical condition does not seem to be a major obstacle to the vocational adjustment of men in Group III.

(3) Summary of Vocational Adjustment Problems of Group III

The 28 rejectees in Group III have the potential to achieve an improved vocational adjustment. Most of them currently are either unemployed or working at jobs below their potential, and their incomes are thus needlessly low. These men have the aptitudes needed for basic remedial education or special vocational training, and most of them are already literate. Their attitudes toward education and job training are favorable, and their participation would not be seriously hindered by family, economic, or health problems. However, many of them would need special psychological help.

5. NEEDS FOR ASSISTANCE

A. Introduction: Basic Types of Assistance Needed

From the preceding analyses of vocational potential of the rejectees and their problems of adjustment, two broad needs for assistance can be identified. First, these men need assistance of various kinds to bring about changes in individual characteristics that inhibit their entry and performance in the competitive world of work. This will require programs to improve levels of basic education and language expression, to develop rudimentary skills in the use of numbers, to improve physical and psychological health, to increase levels of motivation for work, training and general improvement of life styles, and to provide economic means for the exploitation of opportunities for vocational training and other opportunities for improved occupational adjustment. The underlying assumption is that there are certain individual characteristics which limit the trainability and employability of these men and that these characteristics can be modified, to some measure, through remedial programs.

A second need of these rejectees is for certain environmental changes that will facilitate their vocational adjustment. Rigidities in the work environment, such as the requirement of a high school diploma even for jobs which can be performed satisfactorily by workers with less education, render job development for the disadvantaged extremely difficult. There is a need to reduce these rigidities through programs involving the creation of new jobs and restructuring of old jobs.

Other environmental factors directly or indirectly affect the vocational adjustment of disadvantaged groups. Inadequacies of job information and placement services, for instance, limit their employability. Underprivileged youth are often reluctant to make use of public employment services, and these agencies are often limited by the geographic separation of the job seekers and the job sources of the type suitable for them. There is an obvious need for placement, job counseling, and referral services especially designed to serve the needs of these men. Special efforts are needed to reach the hard core unemployed youth as well as the potential sources of their employment. Lack of adequate transportation facilities often handicaps residents of poverty areas in seeking and holding jobs, attending schools and fulfilling other needs. Likewise, lack of adequate health services, sub-standard housing and inferior school systems affect the level of achievement and thereby impede vocational adjustment. In a total program of rehabilitation, these and other environmental factors must be given adequate recognition.

These are the general types of assistance needed. The specific needs of each rejectee group are discussed in the following sections.

B. Needs of Group I

Rejectees in Group I present the most severe problems of vocational adjustment and utilization as a manpower resource and therefore require the greatest amount of assistance. Their limited aptitudes, low intelligence levels, low motivation, low literacy and educational achievement, combined with psychological health problems and other correlates of impoverished backgrounds offer extremely limited opportunity for productive employment in a competitive environment for work. Most of these men are not capable of absorbing specialized vocational training for tasks involving higher degrees of skill. Thus they have all the characteristics of the future hard-core unemployed. They also represent the "social dynamite."

The basic need of these men is for the development of what may be described as vocational infra-structure. This will encompass, as a minimum, basic literacy, rudimentary arithmetic, physical and psychological health improvement, and favorable work habits and attitudes. This kind of assistance is likely to give them the prerequisites for entry into some segments of the labor market or enable them to regularize their employment. Programmed learning techniques may be applied to train them in a short period for low level blue collar jobs. Experimental projects similar to the one undertaken by the South Bend Community School Corporation or the one conducted by the Norfolk Division of Virginia State College are likely to be useful for program planning.*

Among these men, those having poor health, brain damage, and severe psychological health problems, will require special assistance. These characteristics partly explain the high frequency of their job shifts and failure to maintain steady incomes.

In order to provide optimum assistance to these men, it will be essential to design programs that have sufficient flexibility to permit differentiation among subgroups on the basis of aptitudes, intelligence, rates of progress and specificity of individual needs. For example, one subgroup may require psychological health care more than anything else. Another subgroup may progress faster than others in acquiring basic skills in language and arithmetic and may demonstrate readiness to enter a vocational training program. There may be some whose physical health is the single most important deterrent to steady employment. There may be a residual group who cannot proceed beyond the irreducible minimum preparation for the world of work. Men in this category may not be able to acquire sufficient skill in language expression to communicate effectively with others; their skill in manipulating numbers may be severely limited by their basic aptitudes and intelligence. To utilize these men as a manpower resource, it will be essential to create job opportunities at their level. They represent the hardest core whose vocational adjustment will require vigorous efforts at job development, job information dissemination and planned movement of job seekers to job sources. The stubborn fact must be faced that without efforts of this kind aimed at changing the environment of work, many of these men will continue to remain superfluous in the competitive labor market.

To provide these men with jobs and means to maintain stable incomes, otherwise unobtainable in the competitive labor market, it may be necessary to design special programs that will treat them somewhat as a non-competitive group. An example would be sheltered workshops where supplementary counseling, training, restorative services and specialized placement are available to enable them to take their places as productive citizens.

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* See, South Bend Community School Corporation, No Longer Superfluous, The Educational Rehabilitation of the Hard-Core Unemployed, June, 1965; Also U. S. Department of Health, Education and Welfare, Training the Hard-Core Unemployed, Washington, D. C.

C. Needs of Group II

The needs of Group II are very similar in many ways to those of Group I. However, as they do have higher motor aptitudes, they may be able to gain more from some skill development programs. MDTA programs, especially OJT oriented programs, should be capable of providing assistance to men in this group more than to men in Group I. However, for most of these men, special vocational training must be preceded by improved basic literacy and arithmetic skills. The need for counseling and development of work habits also remains.

D. Needs of Group III

The higher conceptual aptitudes of the men in Group III open up additional opportunities for program participation. Basic literacy is not a major obstacle; improvement is desirable, but not as essential as for Groups I and II.

These men have the highest vocational potential of the rejectees in this study. They have sufficient aptitudes for some types of skilled work and many types of semi-skilled work. Their present occupational status or recent job experience is at a level of achievement below their vocational potential. The majority in this group have sufficient literacy, motivation, and interest in job training programs. They do not have serious physical handicaps. Some would need psychological health care and some might need economic support in exploiting opportunities for vocational training.

Redesigning jobs to provide career ladders is likely to be of particular value to this group. If career ladders can be established, some members of this group may advance from entry jobs through intermediate positions to subprofessional and possibly professional status. As reported in the 1966 Manpower Report of the

President, "Experience has demonstrated that once a worker from a deprived background enters an occupation that offers him an opportunity to be of immediate service, he tends to be motivated to accept further training and responsibility."*

The various training projects related to the nationwide Job Development Program illustrate the kind of efforts that are responsive to the needs of this group. The major focus of this program has been on the development of on-the-job training opportunities in service and related fields. It has been demonstrated how private industries, labor unions and trade associations can effectively cooperate with the government in programs designed to upgrade workers' skills and facilitate their vocational adjustment. Similar programs offer promising avenues for the development of the potential of this group.

E. Summary

The foregoing analysis of needs for assitance for the rejectees is based on limited information. Any recommendation for programs resulting from such analysis must, therefore, be considered tentative.

Subject to this qualification, two broad categories of programs are recommended. First, programs are needed to enable these men to improve individual characteristics that are impeding their vocational adjustment. Literacy, motivation, physical and psychological health, work habits and attitudes are some of the characteristics that require improvement. Second, programs are needed to bring about environmental changes which will facilitate the vocational adjustment of these men. Such changes may include creation of new job opportunities, restructuring of old jobs, supply of improved transportation facilities and extend facilities for job information.

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* United States Department of Labor, Manpower Report of the President and A Report on Manpower Requirements, Resources, Utilization and Training, Washington, D. C., 1966, p. 81

Many of the current programs seem to be directed at the kinds of needs described here. However, we found few instances where mental rejectees were participating in or benefiting from these programs. Perhaps the programs are not broad enough in coverage, or there may be a need for improved administrative arrangements to bridge the gap between the intentions and the effects of the programs.*

In designing programs of assistance, it would be useful to recognize the diversity of needs of the rejectees with respect to individual development and environmental changes. Almost without exception, they will need programs to improve individual characteristics such as literacy, motivation, physical and/or mental health and economic deprivation. The relative importance of these characteristics will vary among groups and within a given group. Programs should have sufficient flexibility to enable all participants to acquire the minimum prerequisites for vocational adjustment, some to prepare for vocational training, and some to overcome barriers that account for irregularity in employment. To sum up, their maximum utilization as a manpower resource depends largely on their individual development and partially on the measure of success in creating a more favorable environment for work.

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* Levitan, S. A. and G. L. Mangum, Making Sense of Federal Manpower Policy. Policy papers in human resources and industrial relations No. 2. Ann Arbor: Institute of Labor and Industrial Relations, University of Michigan, 1967.

PART II: RECOMMENDATIONS FOR FURTHER RESEARCH

6. RECOMMENDATIONS ON A NATIONAL SURVEY

A major objective of the pilot investigation was to obtain information and make recommendations relevant to the design of a national survey of rejectee characteristics. The focus in a national survey would be on the aggregate dimensions of the vocational adjustment problems of mental rejectees, thus permitting estimates of the magnitude and cost of programs.

The three major design ingredients for a national survey are (1) methodology for sampling and data collection, (2) specification of rejectee characteristics for study, and (3) methodology for assessment of these characteristics. Each of these ingredients is considered in this chapter. For each, experience in the pilot investigation is described and evaluated, and recommendations are presented. A closing section summarizes these recommendations from the perspective of the desirability and feasibility of a national survey.

A. Methodology for Sampling and Data Collection

(1) General Description of Sampling Procedures in the Pilot Investigation

The two populations under consideration in this study consisted of all young men in the state of North Carolina and in the city of Baltimore, Maryland tested at Armed Forces Examining Stations during the 12 calendar month period from November 1, 1964 to October 31, 1965, who were found to be mentally unqualified for military service and were thus rejected by the draft. From each population, eight samples of 25 names each were drawn systematically with a random start. Thus, the sample consisted of 200 names each in North Carolina and in the city of Baltimore. Half of each sample was initially designated as the active sample and the other half as the reserve sample.

Letters to solicit the cooperation of the rejectees were sent through the Selective Service Offices because of a regulation making all registrants' Selective Service records confidential. Two letters were prepared and their effectiveness in soliciting the rejectees' cooperation was compared. The first letter was a short, simple letter stating that a study was being made of men recently rejected from the draft and asking for cooperation (Appendix C, page 122). The second letter was longer and more descriptive, stating that the study was being done for the U. S. Department of Labor (Appendix C, page 123). Each letter was sent to a sample of 25 Baltimore rejectees. Included in each letter was a Selective Service "Authorization for Release of Information" form (Appendix C, page 125) which the recipient was asked to sign and return. This form, when signed, authorized release of the man's Selective Service Record and disclosure of the address at which he could be visited or phoned to arrange for interview. The rate of return for both letters was extremely low, but that for the long letter was somewhat better; hence the long letter was sent to the men in the remaining Baltimore samples and all the samples in North Carolina. Approximately four weeks after the original mailing, a follow-up letter was sent to those who had not responded to the first letter. The response to the letters was very poor, necessitating the use of some other means of reaching these rejectees.

In order to obtain more releases, telegrams were sent principally to those rejectees in the active sample in Baltimore who had not answered the letters. The telegram explained the study briefly and asked the receiver to call the "collector" (the man who scheduled the examinations) if he was interested in taking part. Again, because of Selective Service regulations protecting the draft rejectee's privacy, a response to the telegram was required before the man could be contacted further. If the man did call in and express an interest in taking part, he could then be visited at home to get his release and arrangements could be made for the examination. These cases often required several phone calls and visits, however, before the individual actually showed up for examination.

Results of the efforts to obtain releases from these rejectees are shown in Table 9.

Table 9.

North Carolina Sample

	Sample Number								
	1	2	3	4	5	6	7	8	Total
No. in the sample	25	25	25	25	25	25	25	25	200
No. not living in N. C. or reclassified by Selective Service	2	3	5	2	3	2	4	0	21
No. available for study	23	22	20	23	22	23	21	25	179
No. releases - first letter	11	7	7	12	5	8	10	12	72
No. releases - follow-up letter	5	0	2	0	0	1	0	4	12
Total Releases	16	7	9	12	5	9	10	16	84
Total Tested	10	2	6	1	0	4	0	6	29

Baltimore Sample

	Sample Number								
	1	2	3	4	5	6	7	8	Total
No. in the sample	25	25	25	25	25	25	25	25	200
No. not living in Baltimore or reclassified by Selective Service	2	1	0	3	2	0	0	1	9
No. available for study	23	24	25	22	23	25	25	24	191
No. releases - first letter	3	8	10	7	6	5	7	9	55
No. releases - follow-up letter	4	2	2	2	2	1	4	0	17
No. releases - telegrams and follow-up	0	4	7	0	1	3	0	3	18
Total Releases	7	14	19	9	9	9	11	12	90
Total Tested	3	12	18	4	7	9	10	11	74

Two men ("collectors") were hired in North Carolina and one man in Baltimore to visit the men who had signed releases. These men explained the study to the rejectees and made every effort to bring them in for examination. In order to locate the men for whom we had wrong addresses and to take some of the burden off the collector, the services of Retail Credit Company were obtained in Baltimore. This company proved effective in locating people for whom we had wrong addresses, but it very often took a collector's personal visit to persuade a man to come in for interview. There were several instances where Retail Credit Company made an appointment for pick-up and the individual was either not home when the collector went to pick him up or he backed out at the time of pick-up. The Retail Credit Company thus proved effective in locating individuals for whom we had wrong addresses, but not for the actual scheduling of people for testing.

(2) Sampling Problems and Suggested Alternative Approaches

From the preceding description of the sampling procedure used in the pilot investigation, it is evident that there are two major problems. First, there is the problem of non-response due to inability to obtain releases under the constraints of Selective Service regulations. The other problem is non-response due to inability to persuade rejectees to come in for examination, even after they have signed releases. Alternative approaches to the solution of these problems are discussed in the following paragraphs.

The Problem of Obtaining Releases. The non-response rate in North Carolina from failure to secure releases was 53%. In Baltimore it was 62% for the mail request and 45% for the mail request followed by a telegram.*

With a non-response rate as high as this, it is very difficult to make reliable generalizations concerning the characteristics of the population of rejectees from which the sample was selected. Further surveys would encounter the same difficulty in obtaining releases from rejectees in either an urban or a rural environment, unless different approaches were used.

A much higher rate of participation might be achieved if it were possible to visit these men personally without first having to elicit a response through the mails. Another alternative would be, if regulations permit, to use on-site testing at the Armed Forces Examining Station immediately after the individual had failed the mental tests given at the preinduction examination. This procedure would be ideal for a national study because it would be much more convenient to test these men while they are already at the examining station, rather than let them return home and then try to get them back in for more testing. If existing regulations do not permit such a procedure, this obviously would require certain legal changes to be made.

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* Since telegrams were sent mainly to samples 2, 3, 6, and 8, this estimate is based on results in these sub-samples.

The Problem of Persuading Rejectees to be Examined. The non-articipation rate among men who had signed releases was 48% in North Carolina but only 7% in Baltimore.* Thus if Baltimore is representative, the problem is much less severe in urban areas and could be reduced to a negligible level through perseverance and a liberal budget. Much of the non-response in Baltimore was due to wrong addresses and to inability to find the rejectee at home.

The problem appears to be much more serious in rural areas, as evidenced by the participation rate of only 52% in North Carolina. Few of the rejectees in rural areas were willing to leave home for as long as two days to participate in the study.

A possible means of combatting the problem of non-cooperation by the rejectees in rural areas would be to use a mobile test center. This would allow the researchers to talk to rejectees at home, explain the program, interview them, and administer the psychological tests. However, this type of testing would be quite expensive if it were necessary to have a clinical psychologist and psychiatric social worker do the interviewing and testing. Another approach would be to utilize selected county mental health clinics within each state for a more decentralized testing layout, eliminating the rejectees' overnight stay. The effectiveness of these alternative approaches needs to be tested.

Reluctance to participate was sometimes based on financial considerations. Many rejectees have jobs paying at least as much as the $1.25/hour offered them in the pilot investigation, and prefer to remain on the job rather than participate in a research project which offers them no immediate gain. A higher rate of pay for the participation of these men would be a small price to pay relative to the other examination costs.

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* These estimates are based on sub-samples 1, 3, 6 and 8 in North Carolina and 2, 3, 6 and 8 in Baltimore. These were the "active" samples, in which intensive recruitment efforts were concentrated.

(3) Summary Comments on Sampling

In the pilot investigation two major sampling problems were encountered. First, there was the problem of non-response due to inability to obtain releases from the rejectees. Theer was also the problem of non-response due to inability to persuade rejectees to come in for examination after they had signed releases. The estimated non-response rates from these two sources, assuming intensive recruitment efforts, were 71% for North Carolina and 49% for Baltimore. These two types of non-response would have to be reduced substantially in any further study requiring precise estimates of rejectee characteristics. In a national survey consideration should be given to alternative approaches as suggested in the preceding paragraphs. Especially important would be some arrangement whereby the rejectees could be contacted directly.

(4) Data Collection

Although an entirely different approach to data collection would be desirable in order to get a higher rate of participation, the procedure used in the pilot study is described briefly here as a matter of record.

In North Carolina, Saturday was the only day of the week for examination because the men had to be brought in to a central testing location from all parts of the state. Recruiting of the rejectees for examination was accomplished by two "collectors" who went out toward the middle of each week to a given section of the state and called on rejectees in the sample to persuade them to take part in the project. If they agreed, the collectors then arranged to pick them up on Friday so they could be brought into Raleigh where they were administered the General Aptitude Test Battery (GATB) at the Employment Security Commission that night and taken to Duke University the next day where they were interviewed by a psychiatric social worker and tested by a clinical psychologist with the WAIS and the Rorschach. The social worker and psychologist worked as a team, examining a maximum of two rejectees per day. Upon completion of the examination, they reviewed each case jointly and completed the examination report (Appendix B, page 113.

The examination usually was finished about 3:00 in the afternoon. One of the collectors then took the men to the bus station and made arrangements for their transportation home.

The hope of getting 10 or 12 men each Saturday warranted renting two station wagons for the collectors to drive in order that they would have enough room to carry 5 or 6 men each. Each week these collectors were given a section of the state with 10 to 15 names of men in the sample living in that area. The normal work week for each collector was Wednesday through Saturday, including Friday night. When a collector was unable to see a particular man the week he was in an area he would revisit this man's home on the next trip he made to that area. Several of the men were visited 4 or 5 times and either could not be located or could not be persuaded to participate. A complete record of these visits was kept for each rejectee in the active samples (Appendix C, page 129).

Arrangements then were made with the North Carolina Selective Service Office to obtain the Selective Service Records of those men tested. This was accomplished by having the Selective Service send out a request to the local boards to send the folders for each of these men into the Raleigh Office, where copies were made.

In Baltimore, one of the examining clinical psychologists served as coordinator of the project and his office was used as the examination center. Examinations were conducted on Monday through Friday using one examining team each day. Arrangements were made with the Youth Opportunity Center located at the Maryland

Employment Security Commission to administer the GATB to each man brought in for testing. After testing had been underway for a couple of weeks, the Youth Opportunity Center made available two rooms for use by the psychologist and social worker. This simplified procedures a great deal, eliminating the transfer of the men from one location to another between portions of the examination.

In Baltimore as in North Carolina a "collector" visited each of the rejectees who had signed a release. If he could persuade the rejectee to come in he would set a day and time to come by and pick him up. The collector tried to schedule two men for each day and picked them up each morning in time to have them at the test center by 8:30 for administration of the GATB by the Youth Opportunity Center personnel. This was followed by lunch and then the interview and tests administered by the psychologist and social worker.

Upon completion of the interview and tests, the rejectee was given bus fare home and the examining team then met to fill out the examination report. A summary was then written for each of the men and the case was turned over to the consultant coordinating the study in Baltimore. Each completed case was then reviewed for accuracy and completeness and returned to the Research Triangle Institute for coding and analysis.

B. Specification of Rejectee Characteristics for Study

A difficult but crucial step in designing an investigation of the characteristics of a manpower group such as Selective Service mental rejectees is to determine the characteristics likely to be relevant from the standpoint of program planning. It was evident early in the planning stages of the pilot investigation that the choice of characteristics for study often depends on the point of view and interests of the researcher. In order to avoid a narrow focus on certain rejectee characteristics, one approach used in this study was to obtain the suggestions of experts from several disciplines. The hope was that if a sufficient number of disciplines were represented and a sufficiently long list of characteristics were generated, there would be little danger of missing important types of information. The strategy was to generate a rather exhaustive list of characteristics, which could be pared down on the basis of pilot study results.

But even with this inclusive approach, there was a danger of missing some important characteristics. To minimize this danger in further research the specification of characteristics for study can be further facilitated by a theoretical framework relating each characteristic to the ultimate objective of improving the rejectee's vocational adjustment. A key step in this approach is to define vocational adjustment in terms of observable outcomes. Once these outcomes or program goals are specified, it is relatively easy to develop a list of relevant rejectee characteristics.

The definition of vocational adjustment proposed by Dawis, _et al_ is admirably suited to this purpose.* This definition adopts the twin criteria for vocational adjustment proposed earlier by Heron: _satisfactoriness_ and _satisfaction_. Satisfactoriness is defined in terms of quantity and quality of task performance, conformance to rules, and adequacy of interpersonal behavior on the job. Satisfaction is defined in terms of the degree to which the individual worker's needs are met by his job.

After these criteria of work adjustment are adopted, the next step is to identify characteristics that are likely to affect either the rejectee's satisfactoriness as an employee or the amount of satisfaction he can gain from employment. There should be some theoretically or empirically established link between each characteristic and either employee satisfactoriness or employee satisfaction. In the present context, for the sake of brevity, the characteristics are merely listed without discussion of their hypothesized linkages with satisfactoriness and satisfaction.

From the standpoint of the rejectee's satisfactoriness as an employee, the following characteristics are especially relevant.

---

*Dawis, Rene V., England, George W., and Lofquist, Lloyd H. _A theory of Work Adjustment_. Minnesota studies in vocational rehabilitation, XV. Minneapolis: Industrial Relations Center, University of Minnesota, 1964.

Intelligence

Aptitudes

Academic achievement (literacy and arithmetic skills)

Special vocational knowledge and skills

Psychological health

Physical health

Work habits

Motivation to obtain training or employment

Support provided by home environment for job-seeking and job-holding

Social adjustment

Awareness of opportunities and avenues for employment and training

From the standpoint of the rejectee's satisfaction with employment, the following characteristics are especially relevant.

Personal vocational needs (for economic reward, security independence, recognition, achievement, authority)

Off-the-job-needs (leisure, family relations, etc.)

Vocational interests (intrinsic appeal of various types of work)

These, then, are the types of characteristics to study in order to determine the nature of the rejectee's vocational adjustment problems. Any manpower program attempting to improve the satisfactoriness of rejectees as workers, or to enhance their satisfaction from employment, must take these characteristics into account. In the pilot investigation information was collected on all of these characteristics except work habits and vocational needs.* The adequacy of the methods used for collecting this information is discussed in the next section.

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*This information is summarized in Chapters 3 and 4, pages 14 to 41; further detailed information is presented in Appendix D.

C. Methodology for Assessing Rejectee Characteristics

In a national survey it would be important to use methods for assessment of rejectee characteristics that would yield the best possible information at the lowest possible cost. The pilot study provides a good basis for recommendations on assessment methods to be used in a national survey.

Intelligence. General intelligence was measured in the pilot investigation by the Wechsler Adult Intelligence Scale (WAIS) and the G scale of the General Aptitude Test Battery (GATB). The correlation between these measures in the pilot sample is .72 (see Figure 1); the only change resulting from substitution of the WAIS for the GATB as a basis for classifying all 103 of the rejectees would be to move 4 men down from Group III to Group II and 3 men up from Group II to Group III. Thus these two measures of intelligence are interchangeable for describing and classifying the rejectee population as a basis for program planning. In a national survey the much more expensive WAIS would be needed only for rejectees who cannot read well enough to take GATB scales G, V, and N.

Aptitudes. Aptitudes were measured by the GATB, long recognized as the leading multifactor test battery for vocational guidance use.* The GATB is particularly well suited to the problem of assessing vocational potential since it is the basis for the aptitude requirements set forth in the 1965 Dictionary of Occupational Titles. Furthermore, validity of the GATB is supported by an impresssive amount of research evidence, more than for any other aptitude battery. Assuming that cooperation of State Employment Services would be uniformly as excellent in a nationwide survey as it was in the pilot investigation, the GATB is a good choice for the measurement of aptitudes.

A difficulty with the GATB is that low scores may reflect cultural deprivation in childhood rather than basic lack of potential. If "culture free" tests with

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*See Super, Donald E. "The Multifactor Tests: Summing Up," in The Use of Multifactor Tests in Guidance. Washington, D. C.: American Personnel and Guidance Association, no date (circa 1957), pp. 88-91

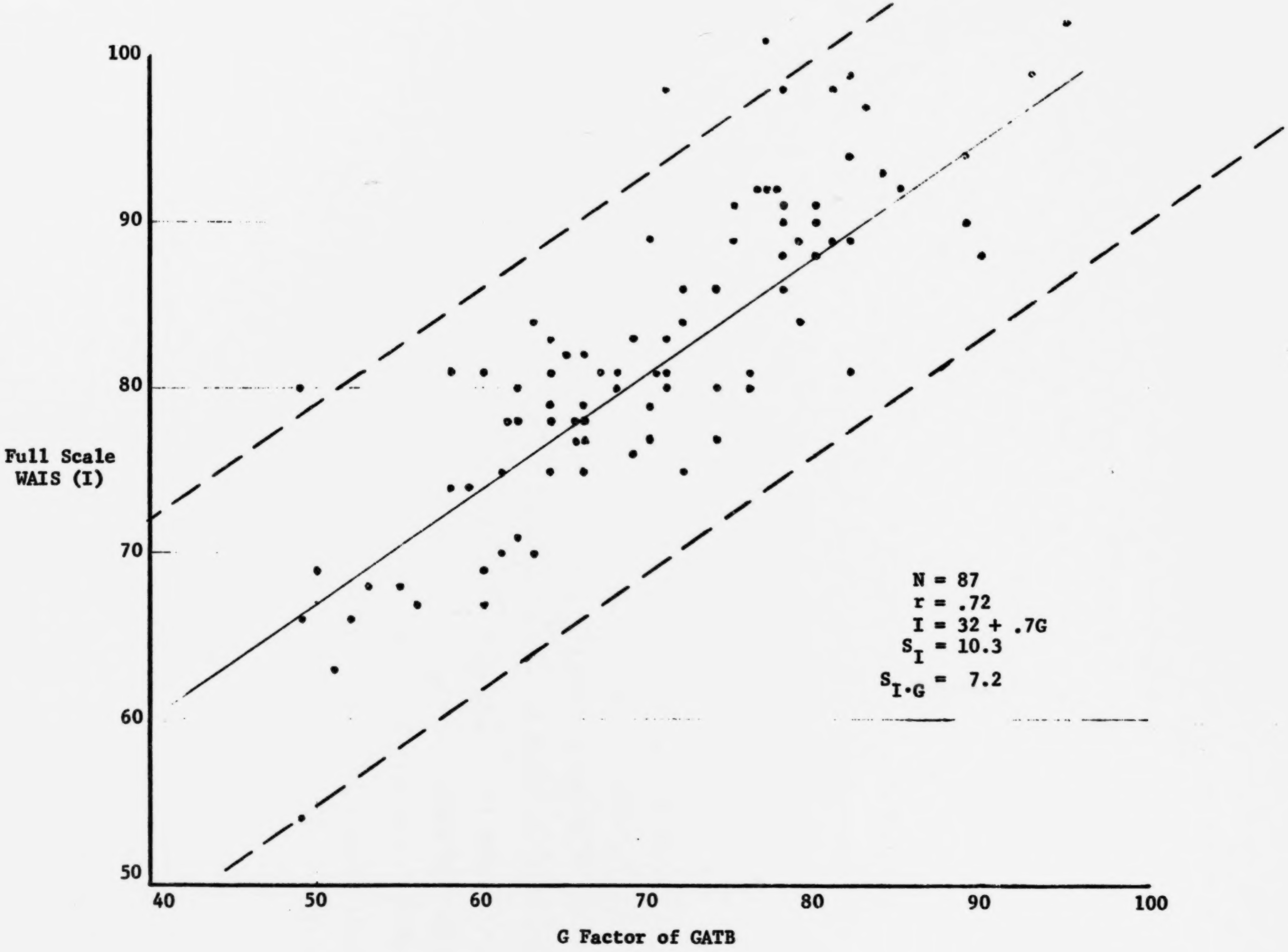

Figure 1 : Scatter Diagram Showing Relation Between GATB G and Full Scale WAIS (With 90% Confidence Bands)

greater predictive validity than the GATB for underprivileged groups become available, they should be used. In the meantime, the GATB is the best available basis for estimating the rejectee's vocational potential.

Academic Achievement. Academic achievement was measured in the pilot investigation through interview questions on schooling and through the judgment of the assessment team regarding literacy. Literacy of many rejectees was judged insufficient. From the standpoint of manpower program planning, information on this problem of illiteracy may be more relevant than information on years of schooling. In a national survey, literacy (and arithmetic skills) could be measured by an objective test such as the Wide Range Achievement Test. Using this approach, a national survey would provide useful information on the scope of the problem of illiteracy. There is also a need for qualitative information on the rejectee's responsiveness to special opportunities for literacy training. This type of information might best be obtained through the experimental studies discussed in Chapter 7.

Special Vocational Knowledge and Skills. Any manpower program should be designed to capitalize on previously acquired knowledge and skills. Therefore rejectees were questioned in the pilot investigation regarding their work experience, training, and special vocational knowledge and skills. Their claims were modest indeed and were consistent with the data on their employment and earnings.

In a national survey, more specific information on experience and training could be obtained directly from current and previous employers, and claimed vocational knowledge and skills could be validated by oral trade tests. However, in view of the low incidence of specialized proficiency in the pilot sample, it is doubtful that more costly methods for assessing these variables in a national survey would add significant relevant information for program planning.

Psychological Health. Psychological health was assessed in the pilot investigation by experienced clinical psychologists and psychiatric social workers, on the basis of personal interviews, the Rorschach Test, and the WAIS. Areas covered by the interview (see Appendix A, pages 75 to 111) were anxiety, phobias, depression, and other reactions to frustration.

On the basis of these questions and other incidental evidence, combined with test results, the psychologists classified each rejectee as either having or not having significant psychological health needs. The psychologists found that many of the rejectees in the pilot investigation do have serious psychological problems, but it is difficult to determine the nature of these problems or the extent to which they would evaporate if the vocational and economic situation of the rejectees could be improved.

Thus, in spite of the considerable efforts made in the pilot investigation to assess psychological health, there is a need for further information not only on the incidence of psychological difficulties among the rejectee population, but also on the types of difficulties, severity, therapeutic needs, and prognosis. If a clinical approach is used in a larger study, consistency of standards among psychologists, as manifested by concordance of classifications, should be evaluated.* If consistency is poor, committee judgments might be substituted for individual judgments.

An alternative would be to rely on more objective classification methods such as that developed by Kleinmuntz for identifying maladjusted college students with the Minnesota Multiphastic Personality Inventory.** However, heuristic approaches like Kleinmuntz' are difficult to develop and validate, especially if differential diagnosis is required.

Here, then, is an area where better information is urgently needed but difficult and expensive to obtain. A good solution might be to employ a simple classification system in a national survey to determine the basic rate of psychological maladjustment in the rejectee population, and supplement it with more intensive diagnostic study of a small sample of maladjusted rejectees.

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*For an interesting example of the problem of inconsistency among classification specialists, see Rowe, Patricia M. "Individual differences in selection decisions." Journal of Applied Psychology, 1963, 47, 304-307.

**Kleinmuntz, Benjamin. "MMPI Decision Rules for the Identification of College Maladjustment: A Digital Computer Approach." Psychological Monograph No. 577.

Physical Health. It may be recalled that the pilot study sample was drawn from a population of mental rejectees and that the principal focus of the study was on mental deficiencies of these men. Therefore, limited information on physical health of the rejectees was gathered in the pilot investigation. However, it must be recognized that the need for assistance for disadvantaged groups such as the rejectee may relate to both mental and physical health; in some cases deficiencies in physical conditions may prove to be a severe handicap to employability. Regularity in jobs and other attributes of satisfactory performance on the job partially depend on the quality of physical health.

Some of the questions used in the pilot study questionnaire did relate to physical health. For example, the interviewees were asked if sickness or disability were responsible for their trouble in getting or keeping jobs, if health was a reason for not working or if they had any serious illnesses or accidents. The information obtained does not appear to be sufficient for program planning.

It would be desirable to obtain more detailed information on the medical history of these men, their current health characteristics and their needs. Selective Service health examination reports and reports from employers may provide additional useful information on physical health. In planning further studies, such information should be incorporated and additional information collected if necessary. In particular, it would be desirable to obtain information on the cost of medical and dental care, means of financing, current and future loss of earnings due to sickness or disability, and physical health characteristics that are likely to impede future vocational adjustment. Such information would be useful in planning rehabilitative or referral programs and in sharpening the focus of socio-economic needs for assistance.

Work Habits. Work habits - regularity and promptness in reporting to work, cooperativeness, industriousness - are tremendously important factors affecting the satisfactoriness of any person as an employee. A widely held perception among the general population in regard to people with employment records like the 103 rejectees is that they are shiftless and unreliable and have never developed the work habits required for steady employment and career advancement. To what extent is this picture accurate, and how serious is the problem of inadequate work habits? What could be done to solve the problem? These are extremely critical questions from the standpoint of manpower program planning. Some of the more recent programs of the OEO have placed considerable emphasis on the development of appropriate work habits among trainees. Is this emphasis warranted, and are the approaches currently being developed adequate to handle the problem? Information relevant to these questions is of paramount importance.

Presumably the best source of information on work habits would be the rejectees' current and former employers. However, investigation of these sources was outside the scope of the pilot investigation. In a national survey, employers could be contacted. The information they could supply on promptness, absenteeism, and other relevant work habits would be based mainly on their recollections, since factual records of this type are seldom maintained or preserved for hourly employees. If employers are unable to supply factual information, they might at least be able to compare the rejectee with other employees in similar jobs or to assess the adequacy of their work habits in terms of a satisfactory-unsatisfactory dichotomy.

If the commonly held stereotype regarding insufficiency of the rejectee's work habits is at all accurate, descriptive information obtained from employers can help to highlight the problem. But there is also a great need for information on the effects of various remedial efforts. Research to provide this type of information is discussed in Chapter 7, pages 70-72.

Motivation to Obtain Training or Employment. Closely related to the problem of work habits is the problem of motivation to seek training or employment. In the pilot investigation rejectees were asked several questions relevant to this problem. Specific areas covered (Appendix A, pages 91, 97 to 102) were reasons for unemployment, desire for work, job-seeking activities, desire for remedial education and vocational training, knowledge about current programs, and geographic mobility.

Answers to questions and follow-up probes on these topics formed the basis for the examining teams' assessments of motivation to seek training or employment. In the examining teams' judgment, lack of motivation is a serious problem for many of the rejectees. It would be helpful to have further information of this type on the national population of rejectees. Such information is useful for classifying the rejectees and specifying the dimensions of the problem in numerical terms. There is, however, an additional need to find out how the rejectee with low motivation would react to various program features specifically designed to motivate him. Research on this problem is discussed in greater detail in Chapter 7, pages 70-72.

Home Environment and Social Problems. Quite a number of questions were asked in the pilot investigation about the rejectee's home environment, and some interesting, often appalling, information was obtained. Questions centered mainly on family background, covering such areas as housing, family relations, parental attitudes and behavior, parental absence from the home, employment and earnings of parents, financial status, commission of crimes by family members, and the rejectee's behavior and attitudes in school (Appendix A, pages 77 to 87).

On the basis of answers to these and other questions, the examining team made a judgment regarding the significance of socio-economic needs for the rejectees. However, as in the area of psychological needs, these summary judgments about the home situation may be insufficient when it comes to program planning. Pilot investigation findings suggest that the planner would also benefit from specific factual information about income levels, availability of transportation, adequacy of housing and diet, quality of health care, rates for various types of crimes, recidivism problems, common-law marriage, illegitimacy, separation, and divorce. In a larger study, information on these phenomena could be obtained through interviews, household visits, and study of public records. Attention should be given to the effects these phenomena have on employability; longitudinal or historical studies of these effects would be especially valuable.

Awareness of Opportunities. Information on the rejectee's awareness of opportunities and avenues for employment and training was obtained by several questions in the interview (Appendix A, Pages 97, 101-102).

In a national survey it would be desirable to develop a comprehensive checklist of agencies, services, and programs, so as to determine specifically what the rejectee knows about these opportunities. It would also be desirable to ask questions which would test whether the rejectee knows how to go about using these programs to his own advantage. Other questions should explore the rejectee's reasons for not responding to available opportunities. What does he see as the major obstacle to participation? Under what conditions would these obstacles lose their influence over the rejectee's behavior? Exploration of these questions should provide helpful information for program design.

Vocational Needs and Interests. In order to design programs which will enhance the rejectee's satisfaction with employment as well as his satisfactoriness as an employee, information is needed on his vocational needs and interests. What does he hope to get out of employment? Some possible need areas are economic reward, independence, recognition, security of employment, achievement, and authority. Off-the-job needs such as the need for leisure or social companionship might also be relevant to the rejectee's problems of vocational adjustment.

Information on these types of needs was obtained in the pilot investigation only indirectly through the questions on family life. More direct approaches to the measurement of vocational needs are currently in the developmental stage; we know of no adequate operational measure. Perhaps a brief ranking measure of the relative importance of various types of reinforcers could be developed for use in a national survey. The information obtained might be especially useful in developing methods to arouse and sustain the rejectees' motivation.

For the measurement of vocational interests in a national survey the newly published Minnesota Vocational Interest Inventory (MVII) should be appropriate. It is an empirically keyed questionnaire designed to measure interests in non-professional occupations. Scores on its occupational scales show the extent of similarity between the examinee's expressed interests and those of men employed in occupations such as stock clerk, warehouseman, painter, truck mechanic, machinist, and hospital attendant. The items are simple, e.g. "fix a doorbell vs. make coffee vs. sort mail," so that administration should not be a problem among the literate majority of rejectees. For the others, items could be read orally by an interviewer. Administration time is about 45 minutes. This inventory seems more appropriate for the rejectee population than the Strong Vocational Interest Blank or the Kuder Preference Record because the items are within the range of comprehension of the rejectee, and many of the occupations might also be within his reach.

A thorough attack on the adjustment problems of the mental rejectee should go beyond the study of needs and interests and be concerned also with comparative studies of values and life styles. Research is needed to determine to what extent the values and life styles of rejectees are alien to the culture in which they are expected to seek employment. Further suggestions for research on these variables are contained in Chapter 7, pages 70-72.

D. Summary: Desirability and Feasibility of a National Survey

The pilot investigation has generated a good deal of information about the characteristics of a small group of mental rejectees. On the basis of this information, it has been possible to develop a scheme for classifying these men in terms of vocational potential, to analyze their problems of vocational adjustment, and to identify their needs for assistance, as described in Part I of this report. However, because of its limited scope the pilot investigation does not permit sufficiently reliable generalizations about the national population of rejectees and hence it is not possible to specify the magnitude of the total problem. In order to accomplish this, it would be desirable to conduct a national survey of rejectees. From such a survey, estimates could be made on the number of rejectees in various categories in terms of vocational potential and specific needs. These estimates would provide a basis for cost analysis of various alternative programs for rejectees. Furthermore, the findings of such a large-scale nationwide study can be expected to enhance social awareness of the various dimensions of the problem that directly affects a major segment of our population.

If a large-scale national survey is contemplated, a number of problems can be anticipated. If these problems can be resolved satisfactorily, cost would be brought down to a reasonable level and it would be feasible to conduct a national survey. As pointed out earlier, the high degree of non-response seriously limits the reliability of the findings of the pilot investigation. Such non-response was caused partly by the inability to make direct personal contacts with the rejectees until they had signed releases, and partly by the difficulty in persuading the rejectees to participate in the project after they had signed releases.

To reduce non-response in a national survey, the procedures used in the pilot investigation would need modification. Several alternative procedures as suggested earlier in this chapter should be considered. For example, there should be further exploration of the possibility of arrangements whereby the researchers can make direct initial contacts with the rejectees. Consideration should also be given to alternative testing procedures such as on-site testing at the Armed Forces Examining Station, or a mobile test center for rural areas or decentralized test location using selected county mental health clinics, if available. Furthermore, the financial compensation to rejectees for participating in the project should be made sufficiently attractive.

A theoretical framework for the specification of rejectee characteristics for study is presented earlier in this chapter on pages 55-57 . To generate information on many of these characteristics, the instruments of the pilot investigation (the structured questionnaire and the clinically administered psychological tests) would prove satisfactory in a national survey. There is a need, however, to widen the scope of the investigation and to use additional instruments and additional sources of information. For example, consideration should be given to objective tests for measuring academic achievement and vocational interests. (For details, see pages 58-62.)

In the pilot investigation, the rejectee was the primary source of information. For certain types of information such as those pertaining to work habits, home environment and social behavior, sources of information other than the rejectee should be exploited in a national survey. The best source of information on work habits would be the rejectee's current and former employers. School records or interviews with school officials might provide some additional information relevant to the formation of work habits. Factual information on such socio-economic variables as income levels, expenditure patterns, and quality of health care might be obtained through interviews, household visits and examination of public records.

A national survey, properly designed and conducted, would yield valuable information on the dimensions of the problem, in terms of the numbers of rejectees in need of various types of assistance. It would, however, underestimate the magnitude of the problem unless considerations were given to non-rejectee groups, both male and female, with similar needs. Thus, other types of research may deserve priority. For example, the pilot investigation has already identified several problems affecting vocational adjustment such as low literacy, insufficient motivation, inadequate work habits, and psychological health deficiencies. More information is needed about the nature of these and other vocationally relevant characteristics of the rejectees and about the effectiveness of alternative approaches and innovations to modify these characteristics. Small-scale but intensive experimental studies on some of these specific problems appear to be highly desirable. Recommendations for such studies are outlined in the following chapter.

7. THE NEED FOR EXPERIMENTAL STUDIES

The point has been made in the previous chapter that a national survey would provide a descriptive base for determining the magnitude of program requirements for the mental rejectee. However, in order to determine more precisely the content of these programs, special experimental studies would be highly desirable.

Evidence from the pilot investigation and other sources suggests that programs should be addressed to the problems of insufficient motivation, inadequate work habits, low educational achievement, and psychological maladjustment. The best way to determine the effects of specific program features is through experimentation. There is an immediate and distinct need for carefully designed, tightly controlled experiments testing the effects of specific alternative program features. The intent in this chapter is to outline briefly the major types of experiments needed, rather than to specify their design in detail.

A. Experiments Involving Rejectees

One type of experiment would test the effectiveness of program features designed to motivate the rejectee to seek training and employment. Two or three alternative motivational approaches would be developed for experimental study. In developing these approaches, the first step would be to study intensively through interviews, the motivational needs of a small sample of rejectees. After these needs have been identified, it should be possible to specify program approaches involving manipulation of variables such as living arrangements, training allowances, pay rates, prospects for promotion or increased wages, promise of employment following training, promise of employment near home, and any other variables especially relevant in terms of the special needs of the rejectee.

The alternative programs for motivating the rejectee would then be tried out on samples of perhaps 100 rejectees per approach. Effectiveness of the approaches would be measured in terms of the rate of rejectee participation in training or job-seeking activities.

Other experiments, drawing on the same preliminary research on rejectee needs, would test approaches designed to improve the rejectee's work habits. For example, one approach might emphasize the use of rewards and recognition as a means of motivating the rejectee to develop desirable work habits, while another approach might emphasize channeling of the rejectee's behavior, through extensive structuring of his environment, both on and off the job, thus limiting his opportunities to "go astray." Again, the alternative approaches would be tried out on samples of about 100 rejectees per approach. Effectiveness would be assessed by records on "job delinquency" (absenteeism, tardiness, disciplinary problems) and in terms of quality and quantity of production.

Another area for experimentation would be educational achievement. The dependent variables would be measures of basic skill in reading, writing, and arithmetic, and possibly some other job-related variables such as personal grooming and interview behavior. Two types of program variables would be manipulated. One would be individual tutoring versus group educational activities. The other would be job-centered versus deficiency-centered remedial education. In the job-centered approach, an attempt would be made to gain the rejectee's involvement in the educational process without his becoming aware to any significant degree that the objective is to develop his basis academic skills. In the deficiency-centered approach, the emphasis would be on a straightforward attack on the rejectee's academic deficiencies.

Additional experiments would be oriented toward psychological health problems. An approach involving intensive mental health care might be contrasted with a vocationally oriented approach involving minimal attention to psychological health problems. In this type of experiment, both vocational and psychological adjustment would be measured as dependent variables.

Other experiments might determine the effects of job content on vocational adjustment. For example, any combination of the program approaches outlined above could be applied to two types of jobs, one consisting of restructured jobs especially designed for people at specific aptitude levels, and the other consisting of conventional jobs currently available in the open labor market.

In all of these experiments, training and employment would be in specially staffed "laboratories," simulating conventional institutions and work environments in outward appearance. This would allow careful control of independent variables such as counseling and training methods, job content, working conditions, initial compensation and allowances, and pay curves, for periods of up to two years or more. Although the major dependent variables would be motivation, work habits, basic academic skills, and psychological adjustment, it would also be desirable to measure changes in values and life styles insofar as they relate to social behavior. The economic implications of the experimental treatments should also be examined. Relevant independent variables would be income levels, consumption patterns, tax contributions and welfare expenditures.

These experiments involving rejectees can be run concurrently with ongoing programs and are not contingent on a national survey of rejectees. Greater efficiency might be achieved by combining the various types of experiments in one multistage, multivariate experiment involving only about 500 rejectees. Most of the cost would be in the form of support for participating rejectees, for periods of up to two years. Thus, much of the cost would represent an investment in people. The net outlay would be much lower than it might at first appear, because of the savings to other programs which might otherwise be contributing to the support of these rejectees during the two-year period.

B. Experiments Involving Related Groups

The aforementioned experiments all involve rejectees as subjects. However, the problems of rejectees and similar youths cannot be solved without special attention to at least two other groups. One of these is the rejectee's family.

The rejectee's problems are obviously influenced by various family factors such as parental attitudes and values, stability of family life, levels of aspirations, and levels of achievement by family members. Some of these factors might be modifiable, especially in families in which the parents themselves have greater intellectual resources than their unlucky offspring. These families may be thought of as "feeder" families, somewhat peripheral to the main cycle of poverty, but feeding it through their offspring. They may be contrasted with the "hard core" families in which the parents themselves have no apparent edge on their offspring in terms of vocational potential or achievement. While the "hard core" families should not be neglected, the "feeder" families might be especially amenable to change. In an experiment, attempts might be made to change some of the characteristics that seem to underlie their role as "feeders" of the cycle of poverty. Although educability is no guarantee of tractability, the potential for desirable change should be greater among the "feeder" parents.

The rejectee's adjustment is also greatly affected by the attitudes and behavior of potential employers. Major questions for experimentation here would be what types of programs are most acceptable and appealing to potential employers, and what methods are best for gaining employer commitment and support. Several alternative types of programs and methods for involving employers could be tried in an experiment.

This listing of experiments is by no means exhaustive, nor are all of these experiments equally important or equally feasible. However, it is likely that the investment in these experiments could be recovered many times over, through the contribution they would make to the quality and efficiency of national programs. The ultimate payoff could be substantial in terms of the reduced social burden and the increased productivity of the vocationally adjusted mental rejectee. Furthermore, the knowledge gained through these experimental studies would be applicable to a wide variety of disadvantaged groups.

In all of these experiments, careful design and control of experimental conditions would be essential. The program approaches would be specially designed to fit the unique capabilities and needs of mental rejectees and similarly disadvantaged persons. This type of experimentation, combining imaginative program design with scientific rigor, is the keystone to the solution of the problems of rejectees and similar manpower groups.

APPENDIX A

INTERVIEW QUESTIONNAIRE

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DL-MT 234A
BB No. 44-6522
Expiration Date: 3/31/67

RESEARCH TRIANGLE INSTITUTE
Durham, North Carolina

April 15, 1966

RTI Project SU-225

QUESTIONNAIRE FOR

A SAMPLE SURVEY OF PERSONS MENTALLY UNQUALIFIED FOR MILITARY SERVICE

Prepared for

OFFICE OF MANPOWER POLICY, EVALUATION AND REVIEW
United States Department of Labor
Contract Number 81-32-31

IDENTIFICATION

1. Name ______________________________

2. Address ______________________________

3. Date of Birth ______________________________

4. Place of Birth ______________________________

5. Marital Status

(Check one) Single ____ Married ____ Separated ____

Divorced ____ Widowed ____

6. Selective Service Relationship

(Check one) Volunteered for Draft ____

Called by Draft ____

Volunteered at Recruiting Station ____

7. Date of Interview ______________

8. Race of Respondent ______________

9. Selective Service Mental Classification IV ____ V ____

10. Selective Service Medical Classification ______________

11. Interviewer ______________________

INTRODUCTION

The introduction of this questionnaire should be phrased in the interviewer's own words, being careful to cover the points given in the Interviewer's Manual.

FAMILY BACKGROUND

1. First, would you tell me about your family? Is your father living? How old is he? How far did he go in school? Is he living in the same house or apartment with you now?

   (INTERVIEWER SHOULD GO THROUGH THESE SAME QUESTIONS FOR MOTHER, ANY LIVING BROTHERS AND SISTERS AND ALSO WIFE AND CHILDREN IF RESPONDENT IS MARRIED) Are there any other persons living in the house that we have not listed? (LIST THESE ALSO)

RELATION	AGE	LAST GRADE COMPLETED	NOW LIVING IN YOUR HOUSE	LIVING IN YOUR HOUSE AS YOU WERE GROWING UP
Father				
Mother				
Wife				

2. Where were you born? ____________________. How long did you live there? (CONTINUE THIS LINE OF QUESTIONING UNTIL ENTIRE LIFE PERIOD IS COVERED)

PLACE LIVED	TIME LIVED THERE

3. Tell me about the house you lived in for the longest time as a boy.

How long did you live there? ______________

How many rooms did it have? ______________

Did you have electricity? ______________

Did you have running water? ______________

Did you have an indoor flush toilet? __________

Did you have a telephone? ______________

__________ Lived in many different places (SKIP TO QUESTION 5)

__________ Doesn't know or doesn't remember (SKIP TO QUESTION 5)

__________ Not applicable (institution) (SKIP TO QUESTION 5)

4. Do you still live there?

__________ Yes (SKIP TO QUESTION 6)

__________ No

5. I would also like to know something about the home you now live in.

How long have you lived there? ____________

How many rooms does it have? ____________

Do you have electricity there? ____________

Do you have running water? ____________

Do you have an indoor flush toilet? ________

Do you have a telephone? ____________

__________ Can't describe present living place

6. Altogether, how many different houses have you lived in?

______ 1
______ 2
______ 3
______ 4
______ 5
______ More than 5
______ Doesn't know

7. Describe the neighborhood you live (lived) in.

(PROBE TO OBTAIN A DESCRIPTION OF THE GENERAL LIVING CONDITIONS OF THE NEIGHBORHOOD)

____
____
____
____
____

8. Sometimes it works out that other relatives besides parents help raise the children. Who would you say mainly raised you up to the time you were 18?

______ Both parents (SKIP TO QUESTION 12)
______ Mother alone
______ Father alone
______ Mother and more than one father figure
______ Grandparents
______ Other relatives male or female
______ Informal arrangement with non-relatives
______ Foster home
______ Institution
______ Combination of above
______ Doesn't know

9. (IF PARENTS WERE NOT LIVING TOGETHER IN HOME WHEN RESPONDENT GREW UP)

Can you tell me about your mother and father?(PROBE TO DETERMINE)

Why did your parents break up? ________________________
____

How old were you when this happened? ______

10. How did this (broken home) change your life?

(PROBE TO DETERMINE BOTH POSITIVE AND NEGATIVE EFFECTS OF THE SEPARATION UPON THE RESPONDENT)

____

____

____

____

11. BASED ON YOUR PROBING QUESTIONS AND SUBSEQUENT DISCUSSION, INTERVIEWER IS TO EVALUATE THE SEPARATION EXPERIENCE OF THE RESPONDENT AS

Very Traumatic (5)	Moderately Traumatic (4)	Only Mildly Traumatic (3)	No Influence (2)	Helpful (1)
______	______	______	______	______

______ Unable to determine

12. Some families are very close and do things together while the members of other families like to go their own way. Which was yours like during the time you were growing up?

(USE PROBING QUESTIONS AND THEN MAKE YOUR EVALUATION BASED ON THE RESPONDENT'S ANSWERS)

______ Not applicable (raised in institution or in no real home)
______ Close
______ Average
______ Not close
______ Hostile
______ Can't determine from response
______ Respondent does not know

13. Which of your parents did you feel closer to as you grew up?

______ Mother
______ Father
______ Equally close to both
______ Not close to either
______ Doesn't know
______ Not applicable (did not have two parents)

14. (IF FATHER WAS PRESENT IN HOME AT LEAST SOME OF THE TIME DURING RESPONDENT'S CHILDHOOD)

What is (was) your father like? Was he at home much? Did he spend much time with you? (USE ADDITIONAL PROBES TO OBTAIN RESPONDENT'S OPINION OF HIS FATHER)

______ Admired and felt close
______ Admired but did not feel close
______ Neutral
______ Disliked
______ Admired, but also disliked and feared
______ Unable to determine
______ Respondent unable to remember father
______ Not applicable

15. (IF MOTHER WAS PRESENT IN HOME AT LEAST SOME OF THE TIME DURING RESPONDENT'S CHILDHOOD)

What is (was) your mother like? (USE A SERIES OF PROBES TO OBTAIN RESPONDENT'S OPINION OF HIS MOTHER)

______ Admired and felt close
______ Admired but did not feel close
______ Neutral
______ Disliked
______ Admired, but also disliked and feared
______ Unable to determine
______ Respondent unable to remember Mother
______ Not applicable

16. Sometimes parents for some reason feel closer to one child than another although they love them all. Do you feel that your parents treated you differently compared to your brothers and sisters?

______ Special favorite of father
______ Special favorite of mother
______ Special rejection by father
______ Special rejection by mother
______ No different (SKIP TO QUESTION 18)
______ Can't determine from response (SKIP TO QUESTION 18)
______ Doesn't know (SKIP TO QUESTION 18)
______ Not applicable (SKIP TO QUESTION 18)

17. (IF YES) Why do you think this was? (SPECIFY) ______________

____

____

____

____

18. Who do you think was the real boss in your family, your mother or your father?

______ Mother
______ Father
______ Equal
______ Neither
______ Doesn't know
______ Not applicable

19. Now that you are grown up you can see your parents somewhat differently than you did as a child. You love them just as much but now you can see them as people who have strong points and weak points like the rest of us. What do you see as their strong and weak points?

(USE PROBES TO OBTAIN THE INFORMATION NECESSARY TO ENUMERATE)

(a) Father's strong points ______________________________

____

(b) Father's weak points ______________________________

____

(c) Mother's strong points ______________________________

____

(d) Mother's weak points ______________________________

____

20. Did either of your parents take much interest in things you were doing and problems that you had and try to help you with them when you were a boy?

______ Yes, father
______ Yes, mother
______ Neither
______ Both
______ Can't determine from response
______ Doesn't know
______ Not applicable (raised in institution)

21. (IF RESPONDENT IS NOT LIVING WITH PARENTS, SKIP TO QUESTION 25)
Have you ever spent time away from your parents?

_____ Yes
_____ Very rarely
_____ No (SKIP TO QUESTION 25)

22. How old were you then? _________

23. How long were you away? _________

24. For what reason were you away from home? ______________________
____

25. Parents sometimes try to keep their children close to home. Were your parents that way?

_____ Yes
_____ No
_____ Unable to determine
_____ Not applicable (Raised in institution)
_____ Doesn't know

26. Other parents want their children to grow up too soon. Were your parents like that?

_____ Yes
_____ No
_____ Unable to determine
_____ Doesn't know

27. (IF STILL LIVING WITH PARENTS)

How do you feel about leaving home and being on your own; that is, having to provide for yourself?

_____ Would like it
_____ Ambivalent
_____ Not ready
_____ Can't determine from response
_____ Not applicable (already independent)
_____ Doesn't know

28. (IF LIVING AWAY FROM HOME) Do you like being on your own?

______ Like it
______ Ambivalent
______ Dislike
______ Doesn't know
______ Not applicable

29. In what ways do you like (dislike) being on your own?

____
____
____

30. If your family is like most families, it had ups and downs as far as jobs and money matters go. When times are difficult, people sometimes need and get help from the outside. Has your family ever gotten, or is now getting, welfare help? (PROBE FOR OTHER TYPES OF HELP)

______ Yes   Indicate Source(s) ____________________
______ No   ______________________________
______ Doesn't know   ______________________________

31. What does (or did) your father do for a living? (GET EARNINGS, LEVEL OF RESPONSIBILITY, AND SKILL)

TYPE OF WORK	LEVEL OF SKILL	EARNINGS PER WEEK
____________________	____________________	________________

______ Not applicable, no father ever in home (SKIP TO QUESTION 36)

32. How long has he done (did he do) this work?

______ All his adult life
______ Much of his adult life
______ Relatively brief period

33. Has he had (did he hold) many different jobs in the past? (PROBE FOR DETAILS)

______ Stable work record
______ Frequent job changes
______ Odd jobs only
______ Mainly unemployed
______ Doesn't know

34. Has (was) keeping jobs been a problem for him?

_____ Yes
_____ No
_____ Doesn't know
_____ Can't determine from response

35. (IF YES) Why was that? (SPECIFY) ______________________________
____
____

_____ Doesn't know

36. What does (or did) your mother do for a living? (GET EARNINGS, LEVEL OF RESPONSIBILITY, AND SKILL).

TYPE OF WORK	LEVEL OF SKILL	EARNINGS PER WEEK
____________________	__________________	________________

_____ Not presently employed (But looking for work)
_____ Not employed (Not looking for work)
_____ Never employed (SKIP TO QUESTION 39)
_____ Not applicable, no mother in home (SKIP TO QUESTION 39)

37. Has she had many different jobs in the past? (PROBE FOR DETAILS)

_____ Stable work record
_____ Frequent job changes
_____ Odd jobs only
_____ Mainly unemployed
_____ Doesn't know

38. (IF YES) Why was that? (SPECIFY) ______________________________
____
____

_____ Doesn't know

39. FROM ABOVE QUESTIONS, INTERVIEWER SHOULD JUDGE

______ Severe poverty--not even necessities
______ Mild poverty--necessities only
______ Moderate means--more than necessities
______ Comfortable--had luxuries
______ Erratic--fluctuations from poverty to comfort
______ Unable to make judgment

40. From above questions, interviewer should code Redlich and Hollingshead's class categories

______ I
______ II
______ III
______ IV
______ V

41. Have you or anyone in your family ever had trouble with the police?

______ Yes
______ No
______ Doesn't know
______ Refused to answer

42. (IF YES) Would you tell me about the trouble with the police?

____

____

____

SCHOOL HISTORY

43. How old were you when you started to school? (CIRCLE)

5 6 7 8 Doesn't know

44. Going to school for the first time can be a very scary thing. Can you remember how you felt starting the first grade?

(IF SCHOOL PHOBIA SYMPTOMS ARE EVIDENT, PROBE TO DETERMINE THE EXTENT OF THE FEARS, WHEN RESPONDENT OVERCAME THEM, AND THEN MAKE YOUR EVALUATION OF HIS FEELINGS TOWARD SCHOOL)

_____ Lasting severe school phobia symptoms
_____ Lasting mild school phobia symptoms
_____ Transient severe school phobia symptoms
_____ Transient mild school phobia symptoms
_____ No apparent school phobia symptoms
_____ Unable to determine

45. How far did you go in school? (CIRCLE GRADE COMPLETED)

0 1 2 3 4 5 6 7 8 9 10 11 12

(IF COMPLETED 11TH OR 12TH GRADE) Did you graduate? __________

46. Where did you start to school? Did you go to school any other place? (GET INFORMATION ON NUMBER OF GRADES COMPLETED AT EACH SCHOOL ATTENDED)

	NAME OF SCHOOL	CITY OR TOWN	GRADES COMPLETED
1.			
2.			
3.			
4.			
5.			

47. What sort of grades did you make in school?

_____ Good Grades (A's and B's)
_____ Fair Grades (C's)
_____ Poor Grades (D's and F's)
_____ Unable to determine
_____ Doesn't know

48. INTERVIEWER'S ESTIMATE OF VALIDITY OF STATEMENT ON GRADES

_____ Boastful and overstated
_____ Understated
_____ Fairly accurate
_____ No indication

49. Did you ever fail a grade?

_____ Yes
_____ No (SKIP TO QUESTION 52)
_____ Doesn't know (SKIP TO QUESTION 52)

50. How many times did you fail to get promoted? (CIRCLE RESPONSE)

1 2 3 4 Doesn't know

51. What do you think caused you to fail? (PROBE FOR DETAILS)

_____ Excessive absences due to family moving
_____ Excessive absences due to illness
_____ Excessive absences due to dislike for school
_____ Lack of ability
_____ Other (SPECIFY) ________________________________
_____ Doesn't know

52. (IF SCHOOL DROP-OUT PRIOR TO HIGH SCHOOL GRADUATION--SEE QUESTION 45)

All parents are interested in schooling for their children, but different parents have different ideas about how much schooling their children need. How did your folks feel when you decided to quit?

_____ Glad to see him quit when he did
_____ Had hoped he would finish high school
_____ Had hoped he would go beyond high school
_____ Indifferent - left it up to him
_____ Other (SPECIFY) ________________________________
_____ Doesn't know

53. Now that you look back, I expect you can see both good and bad points about your school life. What did you like best about going to school?

_____ Studies
_____ Sports
_____ Social life with peers
_____ Nothing
_____ Can't determine from response
_____ Other (SPECIFY) ________________________________
_____ Doesn't know

54. What did you like least?

______ Studies
______ Sports
______ Discipline and teachers
______ Being cooped up
______ Social life with peers
______ Can't determine from response
______ Other (SPECIFY) ______________________________
______ Doesn't know

55. What was your favorite subject? ______________________________

56. What subject gave you the most trouble? What was the next hardest subject for you?

Hardest Subject ______________________
Next Hardest Subject ______________________

57. In school you know how some boys go around in groups, others like just one or two good friends, and still others would rather be sort of "Lone wolves." Which type were you?

______ Many warm friendships
______ Many acquaintances--not close
______ A few close friends
______ A few acquaintances--not close
______ No friends
______ Can't determine from response
______ Other (SPECIFY) ______________________________
______ Doesn't know

58. In school, boys sometimes run into trouble with their teachers because they do not always see eye to eye about studying and rules. How often did this happen to you?

______ Frequently
______ Occasionally
______ Almost never (SKIP TO QUESTION 60)
______ Unable to determine (SKIP TO QUESTION 60)
______ Doesn't know (SKIP TO QUESTION 60)

59. (IF FREQUENTLY OR OCCASIONALLY) Why was this?

______ Boredom
______ Hostility to authority
______ Inability to perform
______ Truancy
______ Delinquent behavior
______ Combination of above
______ Other (SPECIFY) ____
______ Doesn't know

60. The Army Written Test was something like tests you had at school. What do you think was the reason it was hard for you?

______ Reading problem
______ Questions were too hard
______ Can't determine from response
______ Other (SPECIFY) ____
______ Doesn't know

61. Some people find that being slow readers holds them back, but not everyone feels this way. If you could, would you like to take a special reading course to help you to read better?

______ Yes
______ No
______ Maybe
______ Doesn't know

62. Other than reading, would you like to take special classes in other regular school subjects like writing or arithmetic?

______ Yes (SPECIFY) ____
______ No
______ Maybe
______ Doesn't know

JOB HISTORY

63. Now I'd like to talk to you about your work. Do you have a job now? _____ (IF NO) Have you ever been employed? ____ (IF NO, SKIP TO QUESTION 86) What kind of work do you do?

(WRITE BRIEF DESCRIPTION WHAT JOB ENTAILS, THE SKILL REQUIRED, THE LEVEL OF RESPONSIBILITY - BE SPECIFIC)

____

____

____

64. Could you tell me something about the jobs you have had, beginning with the job you have now (or held last). I'd like to know things such as when it was, how long you had it, how much you made and why you left?

DATES	KIND OF WORK	RATE OF PAY	REASON FOR LEAVING

65. INTERVIEWER IS TO CODE FROM DATA AN ESTIMATE OF PERCENTAGE OF WORKING LIFE SINCE LEAVING SCHOOL THAT RESPONDENT WAS UNEMPLOYED.

_____ 100%
_____ 80% - 99%
_____ 60% - 79%
_____ 40% - 59%
_____ 20% - 39%
_____ 0% - 19%
_____ Unable to determine

66. How many hours a week do you normally work? (AT PRESENT OR LAST JOB)

______ More than 40
______ 40
______ Less than 40
______ Doesn't know
______ Odd jobs only

67. Is your job the kind where the work is steady or are there days, weeks or even months when there is no work to do?

______ Steady
______ Seasonal
______ Dependent on external factors (Weather, strikes)
______ Odd jobs only
______ Doesn't know

68. How long have you worked at this job? (Or last job held)

____

____

69. Do (did) you ever work over-time?

______ Yes
______ No (SKIP TO QUESTION 71)
______ Doesn't know

70. (IF YES) Do you get paid for this?

______ Yes
______ No
______ Doesn't know

71. How much do you make per week on your present job? (OR LAST JOB) ______

72. INTERVIEWER'S ESTIMATE OF YEARLY GROSS SALARY.

______ $5000 and over
______ $4000 - $4999
______ $3000 - $3999
______ $2000 - $2999
______ $ 500 - $1999
______ $ 499 and under

IF PRESENTLY UNEMPLOYED SKIP TO QUESTION 80.

73. Are you looking for another job now?

______ Yes, Actively (PROBE FOR ACTIVITY LEVEL)
______ Yes, Passively
______ No
______ Doesn't know

74. Where did you learn about the job you have now?

______ Relatives
______ Friends
______ Wrote unsolicited letters of application
______ Made unsolicited inquiry in person
______ State Employment Office
______ Private employment Office
______ Former employee
______ Newspaper
______ Radio
______ Approached by employer
______ Other (SPECIFY) ________________________________
______ Doesn't know

75. How did you go about getting to talk to the person who hired you for the job you have now? (SPECIFY) ________________________________

____

76. Could you tell me how your boss is to work for?

______ Good
______ Bad
______ No special feeling about him
______ Doesn't know
______ Can't determine from response

77. Have you felt the same way about your other bosses?

______ Yes
______ No
______ Mixed
______ Doesn't know
______ Can't determine from response

78. How would you say you are at your job?

______ Good
______ Average
______ Poor
______ Doesn't know
______ Can't determine from response

79. There are good and bad things about every job. Everything considered, how satisfied or dissatisfied are you with your job?

______ Satisfied with no reservation
______ Satisfied with reservations
______ Not satisfied (SPECIFY) ______________________________
______ Doesn't know
______ Can't determine from response

80. Are you having trouble getting or keeping jobs?

______ No (SKIP TO QUESTION 81)
______ Yes

(IF YES) Why do you think this is true?

______ Inadequate preparation
______ Lack of motivation
______ No jobs available
______ Sickness, disabled
______ Lack of transportation
______ Needed at home
______ Other (SPECIFY) ______________________________
____
______ Doesn't know

IF NOT MARRIED OR NOT LIVING WITH WIFE, SKIP TO QUESTION 84.

81. Does your wife work? ____ (IF YES) How many hours a week does your wife work?

______ No, not employed (SKIP TO QUESTION 84)
______ More than 40
______ 40
______ Less than 40
______ Odd jobs only
______ Doesn't know

82. How much does she make? __________

83. INTERVIEWER'S ESTIMATE OF WIFE'S YEARLY GROSS SALARY

______ $5000 and over
______ $4000 - $4999
______ $3000 - $3999
______ $2000 - $2999
______ $ 500 - $1999
______ $ 499 and under

84. Do you get financial help from any other place? Who gives you this help? (PROBE FOR AMOUNT. IF RESPONDENT IS UNEMPLOYED, PROBE SPECIFICALLY TO DETERMINE IF RESPONDENT RECEIVES UNEMPLOYMENT COMPENSATION)

______ Parents
______ In-laws
______ Other relatives
______ Welfare
______ Social Security
______ Unemployment Compensation
______ Other (SPECIFY) ______________________________
______ No Help
______ Doesn't know

85. (INTERVIEWER'S ESTIMATE OF TOTAL INCOME, INCLUDE OWN AND WIFE'S SALARY, OTHER MONIES)

______ $5000 and over
______ $4000 - $4999
______ $3000 - $3999
______ $2000 - $2999
______ $ 500 - $1999
______ $ 499 and under
______ Doesn't know

(QUESTIONS 86-88 REFER ONLY TO THE UNEMPLOYED. IF EMPLOYED, SKIP TO QUESTION 89)

86. There are lots of reasons why people don't work. Can you tell me why you are not employed now?

______ Can't find job
______ Health
______ Other
______ Doesn't want to work
______ Doesn't know

87. Do you have a job lined up now?

- _____ Yes
- _____ No
- _____ Maybe
- _____ Doesn't know

88. What are you doing to find a job?

- _____ Employment Service
- _____ Asking friends
- _____ Reading Newspaper ads
- _____ Other (SPECIFY) ______________________________
- _____ Nothing
- _____ Doesn't know

89. Have you ever been to the State Employment Office to look for a job?

- _____ Yes
- _____ No (SKIP TO QUESTION 97)

90. When did you go there last to look for a job? ____________________

91. (IF GONE IN PAST YEAR) How many times have you been there to ask about a job during the last year?

____

92. Specify the location of the local employment service office(s) you visited since ________________ (rejection date of respondent).

____

____

93. What kinds of services did you obtain from the employment service office? (CHECK ALL MENTIONED)

- _____ Job Counseling
- _____ Job Tests
- _____ Referral to a job (HOW MANY TIMES? ____)
- _____ Referral to MDTA training
- _____ Referral to Educational Institution
- _____ Referral to vocational or health agencies
- _____ Referral to Neighborhood Youth Corps
- _____ Referral to the Job Corps
- _____ Other (SPECIFY) ______________________________

94. (IF REFERRED TO A JOB, TRAINING, OR OTHER AGENCY)

Specify the results of each type of referral. (For example, obtained employment, accepted training)

____

____

____

95. What kind of job were you looking for? ____________________

____

96. Did you talk about the chances of working in another town when you went to the State Employment Office?

_____ Yes
_____ No

97. What kinds of jobs do you think you could hold without any more training?

____

98. What is the highest paying kind of job you believe you could hold?

____

99. How much money does this kind of work pay?

____

100. If you didn't have to work for a living, would you want to work anyway?

_____ Yes
_____ No
_____ Doesn't know

101. (IF YES) Why would you?

_____ Self respect
_____ Like to work for its own sake
_____ Other (SPECIFY) __________________________
_____ Doesn't know

102. (IF NO) What would you do? __________________________

____

103. Some people say you can tell a lot about a man by the job he holds. Others say it isn't that important. What do you think?

______ Very important
______ Somewhat important
______ Unimportant
______ Doesn't know

104. Compared to what you are doing now, or did on your last job, what kind of work do you think you'll be doing five years from now?

______ Better job
______ Worse job
______ Same thing
______ Doesn't know

JOB TRAINING

105. What does "Job Training" mean to you?

_____ Respondent has idea of meaning

_____ Respondent does not know

IF RESPONDENT DOES NOT UNDERSTAND WHAT JOB TRAINING IS, AN EXPLANATION OF THE PURPOSE OF TRAINING PROGRAMS SHOULD BE GIVEN AT THIS TIME. INCLUDE IN YOUR EXPLANATION THAT THE TRAINEE PARTICIPATES FOR HIS OWN BENEFIT ON A VOLUNTARY BASIS.

106. If it were possible for you to get some special job training, do you think you would want to take part in a training program? (IF YES) What kinds of job or work would you like to be trained for? (PROBE FOR MORE THAN ONE KIND)

_____ Yes (SPECIFY) ____________________

_____ Perhaps

_____ No

_____ Doesn't know

107. Why do you feel this way? ____________________

____

____

108. Often employers will hire a young man to work and train him for a certain job, but not pay him a full amount until he has learned the work. Would you consider taking a job under such a plan?

_____ Yes

_____ No

_____ Maybe

_____ Doesn't know

109. (IF NO) Why not? ____________________

____

____

110. Would you be willing to take part in a job training program if:

(a) The training were free and you could live at home

Yes _____ No _____ Maybe _____ Doesn't know _____

(b) The training were free and you had to live away from home

Yes _____ No _____ Maybe _____ Doesn't know _____

(c) You had to pay for the training

Yes _____ No _____ Maybe _____ Doesn't know _____

(d) You could be paid for taking the training and could live at home

Yes _____ No _____ Maybe _____ Doesn't know _____

(e) You could be paid for taking the training but had to live away from home

Yes _____ No _____ Maybe _____ Doesn't know _____

111. Have you heard of the Job Corps?

_____ Yes
_____ No (SKIP TO QUESTION 115)

112. What kind of job training can you get in the Job Corps? (PROBE TO DETERMINE IF RESPONDENT IS AWARE OF POSSIBLE TRAINING)

____

____

113. Do you know how much you would be paid to learn a certain job in the Job Corps program?

_____ Yes
_____ No (SKIP TO QUESTION 115)

114. (IF YES) How much pay could you get? _______________

115. Have you heard of the Neighborhood Youth Corps?

_____ Yes
_____ No (SKIP TO QUESTION 121)

116. What kind of training can you get in the Neighborhood Youth Corps?

____

____

117. Do you know how much you would be paid to learn a certain job in this program?

______ Yes

______ No (SKIP TO QUESTION 119)

118. (IF YES) How much pay could you get? ________________

119. Would you be willing to return to school if this program could provide a way you could return?

______ Yes

______ No

______ Uncertain

120. (IF NO) Why would you not want to return to school? ____________

____

121. Have you heard of Vocational Education?

______ Yes

______ No (SKIP TO QUESTION 125)

122. Do you know if there are any Vocational Education Centers in your city (county)?

______ Yes

______ No

123. Would you be willing to enroll in a Vocational Education Center if you could?

______ Yes

______ No

124. (IF NO) Why not? ____

____

125. Have you heard of the Vocational Rehabilitation Programs?

______ Yes

______ No (SKIP TO QUESTION 129)

126. Do you know what kind of training is available under this program?

______ Yes

______ No (SKIP TO QUESTION 129)

127. Would you like to take part in the training programs offered?

______ Yes (SKIP TO QUESTION 129)
______ No

128. (IF NO) Why would you not want to take part? ____________________

____

129. Have you ever had any special training for a certain kind of work either in high school or after you left regular school? (SUCH AS WELDING, BRICKLAYING, BOOKKEEPING)

______ Yes, in regular school
______ Yes, other (SPECIFY) ______________________________
______ No
______ Doesn't know

130. (IF YES) What kind of training did you get? (OBTAIN DETAILS) ____

____

131. Is there any kind of work you would like to do if you had the chance?

______ Yes
______ No (SKIP TO QUESTION 135)
______ Doesn't know

(IF YES, SPECIFY) ______________________________________

____

132. Have you ever tried to get into this kind of work?

______ Yes
______ No (SKIP TO QUESTION 134)

133. What happened?

______ Inadequate training
______ No openings
______ Other (SPECIFY) ______________________________

134. (IF NO) Why not? (SPECIFY) ______________________________

____

135. If a chance came up for training or a job in another town would you be willing to move there?

______ Conditional
______ No, would not move for training (SKIP TO QUESTION 137)
______ No, would not move for job (SKIP TO QUESTION 137)
______ No, for both (SKIP TO QUESTION 137)
______ Yes, would move for training (SKIP TO QUESTION 138)
______ Yes, would move for job (SKIP TO QUESTION 138)
______ Yes, for both (SKIP TO QUESTION 138)
______ Doesn't know (SKIP TO QUESTION 138)

136. What things would you have to have promised to you before you would move?

____

____

137. (IF NO TO MOVE) Why are you not willing to move?

____

____

INDICATIONS OF EMOTIONAL DIFFICULTIES

138. We've talked a lot about your family, your school, and your jobs. Now I'd like to know a little bit more about what you were like as a child. Most small children have things they are afraid of more than they ever let people know. For example, many are afraid of the dark, or dogs, or all kinds of things. What kinds of things scared you as a child?

(PROBE TO DETERMINE EXTENT OF FEARS)

______ Admits to severe phobias in childhood
______ Admits to mild phobias in childhood
______ Admits to no phobias in childhood
______ Can't determine from response
______ Refused to Answer

139. Sometimes these fears stay with us even when we are grown. Do you have any fears now even though you know they are not real dangers?

(PROBE TO DETERMINE EXTENT OF PRESENT FEARS)

______ Admits to severe phobias now
______ Admits to mild phobias now
______ Admits to no phobias now
______ Can't determine from response
______ Refused to Answer

140. Children also have more worries than grown people realize--worries about family money problems, or how their parents act or how other children are treating them and all kinds of things. What worried you or made you feel bad when you were a child?

______ Admits to severe chronic anxiety in childhood
______ Admits to mild chronic anxiety in childhood
______ Admits to severe sporadic anxiety in childhood
______ Admits to mild sporadic anxiety in childhood
______ Admits to no anxiety in childhood
______ Can't evaluate from response

141. Do you often get worried and upset about things now?

______ Admits to severe chronic anxiety now
______ Admits to mild chronic anxiety now
______ Admits to severe sporadic anxiety now
______ Admits to mild sporadic anxiety now
______ Admits to no anxiety now
______ Can't evaluate from response
______ Refused to Answer

142. You may not know the answer to this, but did anyone ever tell you how much you weighed when you were born?

______ Less than 5 pounds
______ More than 5 pounds
______ Doesn't know

143. As far as you know, were you a healthy baby and a healthy little boy?

______ Yes, very healthy
______ Yes, moderately healthy
______ No, very ill
______ No, sickly
______ Doesn't know

144. Many children, even after they are out of diapers, have a problem about sleeping so soundly that they wet the bed at night. Did you?

______ Yes
______ No
______ Doesn't know
______ Refused to answer
______ Can't determine from response

145. (IF YES) How old were you when you got completely over this problem?

______ Problem solved before age of 8 years
______ Problem of enuresis after age 8
______ Doesn't know
______ Refused to answer
______ Can't determine from response

146. As long as we're going through problems, what did you do when you got real mad at something when you were little? Did you have a tantrum or did you hold it in and go off and sulk or what did you do?

______ Tantrums
______ Sulking
______ Reasonable coping behavior
______ Other (SPECIFY) ________________________________
______ Can't determine from response
______ Doesn't know

147. Now that you are grown up, what do you do when you get real mad?

______ Fights, tantrums, or other aggressive behavior
______ Sulking, or other retreating behavior
______ Reasonable coping behavior
______ Other (SPECIFY) ________________________________
______ Can't determine from response
______ Doesn't know

148. Sometimes children can be as blue and sad as adults. Did you have this feeling very much? (PROBE FOR DEPRESSIVE SYMPTOMS)

______ Admits to severe chronic depression in childhood
______ Admits to mild chronic depression in childhood
______ Admits to severe sporadic depression in childhood
______ Admits to mild sporadic depression in childhood
______ Admits to no depression in childhood
______ Can't evaluate from response
______ Doesn't know

149. Do you get depressed and blue very often now that you are grown? (PROBE FOR DEPRESSIVE SYMPTOMS)

______ Admits to severe chronic depression now
______ Admits to mild chronic depression now
______ Admits to severe sporadic depression now
______ Admits to mild sporadic depression now
______ Admits to no depression now
______ Can't evaluate from response
______ Doesn't know

150. Did you have many other kids your own age around before you started school?

_____ Yes, many
_____ Yes, a very limited number
_____ Only brothers and sisters
_____ None
_____ Doesn't know

151. Did you like to play with children a lot or were you sort of shy and quiet as some little children are?

_____ Sociable
_____ Solitary
_____ Can't determine from response
_____ Doesn't know

(INTERVIEWER IS TO MAKE THE FOLLOWING THREE EVALUATIONS OF THE RESPONDENT BASED ON THE PRECEDING QUESTIONS RELATING TO FAMILY LIFE AND EMOTIONAL SYMPTOMATOLOGY)

152. As a child, the respondent experienced

_____ Severe emotional deprivation
_____ Moderate emotional deprivation
_____ Mild emotional deprivation
_____ A reasonably healthy emotional climate
_____ Can't determine from responses

153. The respondent describes

_____ Severe emotional problems in childhood
_____ Moderate emotional problems in childhood
_____ Mild or no emotional problems in childhood
_____ No emotional problems
_____ Can't determine from response

154. From responses concerning emotional symptomatology at the present time, interviewer should judge the following: The respondent describes

_____ Serious emotional problems
_____ Moderate emotional problems
_____ Mild or no emotional problems
_____ Can't determine from responses

GENERAL LIFE STYLE

155. What are some of the things about your life now that make you happy?

____

____

____

156. What are some of the things about your life now that make you sad and unhappy? ____

____

157. Counting your life altogether, would you say that you are

______ Very happy
______ Fairly happy
______ Unhappy
______ Doesn't know

158. Up to now have you had any serious illnesses or accidents?

______ Serious illnesses
______ Serious accident
______ Both
______ None (SKIP TO QUESTION 160)

159. Has any of these illnesses (or accidents) kept you from getting along or being happy?

______ No
______ Yes (SPECIFY HOW) ____________________________________

160. Do you have anything wrong with you in the way of sickness or a handicap that keeps you from doing ordinary work?

______ Yes (SPECIFY) _______________________________________
______ No
______ Doesn't know

161. What do you like to do in your spare time? (HOBBIES AND SPECIAL INTERESTS)

(a) At home ______________________________

(b) Away from home ______________________________

162. Can you tell me how long you have been married?

(IF RESPONDENT IS NOT MARRIED, SKIP TO QUESTION 165)

_____ Less than 1 year
_____ 1 - 2 years
_____ 3 - 5 years
_____ More than 5 years
_____ Doesn't know

163. Do you consider your marriage a happy one?

_____ Very happy
_____ Fairly happy
_____ Unhappy
_____ Doesn't know

164. How many children do you have? (CIRCLE)

0 1 2 3 4 5 6 7 8 9

165. Do you have girl friends? (ASK ONLY TO UNMARRIED MEN)

_____ Does not date
_____ Dates different girls
_____ Has definite marriage plans
_____ Unmarried, living with partner
_____ Doesn't know

166. This is the last question I have for you. If you could be granted three wishes, what would you wish for?

1st ______________________________

2nd ______________________________

3rd ______________________________

OVER-ALL IMPRESSIONS OF INTERVIEWER CONCERNING THIS RESPONDENT

167. This respondent appears to be

______ Extremely well motivated toward rehabilitation help
______ Moderately motivated toward rehabilitation help
______ Ambivalent about rehabilitation help
______ Unlikely to follow through on rehabilitation help
______ Totally disinterested in rehabilitation help
______ Can't determine from responses

168. This respondent appears to need some sort of help with emotional problems if he is to benefit from a rehabilitation program.

______ Yes - definitely in need of such help
______ Yes - such help is probably needed
______ No - appears to be stable personality
______ Can't determine from responses

169. This respondent must acquire more proficiency in basic literacy skills along with any vocational training.

______ Yes
______ No
______ Can't determine from responses

170. Family responsibilities appear to be such that it would be extremely difficult for respondent to take part in a rehabilitation program unless special environmental help were given.

______ Yes
______ No
______ Can't determine from responses

171. Interviewer feels that this respondent has been

______ A very reliable informant
______ A fairly reliable informant
______ Probably not a reliable informant
______ An unreliable informant
______ Can't determine from responses

APPENDIX B

EXAMINATION REPORT

RESEARCH TRIANGLE INSTITUTE
Durham, North Carolina
May 30, 1966

RTI Project SU-225: An Intensive Investigation of the Problems Associated with Young Men who are Mentally Unqualified for Military Service

EXAMINATION REPORT

Name of Examinee: ______________________

Selective Service Number: ______________________

Date of Examination: ______________________

Examining Team: ______________________

____

Name: ______________________ Selective Service No: ____________

IV. Category Assignment

Table A

	WAIS IQ	Less than 80			80 or Over		
Motivation for training	Psychopathology Socio-Economic Situation	? of brain syndrome	Observed	None Noted	? of brain syndrome	Observed	None Noted
Low	Not favorable	(1)	(2)	(3)	(4)	(5)	(6)
	Favorable	(7)	(8)	(9)	(10)	(11)	(12)
Moderate to High	Not favorable	(13)	(14)	(15)	(16)	(17)	(18)
	Favorable	(19)	(20)	(21)	(22)	(23)	(24)

Assignment	Basis
IQ	WAIS Full Scale Score
Psychopathology	Pooled judgment based on interview, tests, observed behavior
Motivation for Training	Pooled judgment based on interview, tests, observed behavior, Selective Service records when available; particular attention given past achievements and efforts
Socio-economic Situation	Social work interview and Selective Service records when available. A judgment of favorable or unfavorable is to be made on the basis of some assessment of (1) whether or not training can be undertaken without bringing deprivation, material or otherwise, to emotionally significant others; (2) the degree to which the milieu provides attitudinal support for upward strivings (mobility); and (3) whether or not the life history furnishes evidence of stability in familial, occupational, marital, affectional, and affiliative ties

Name: ______________________ Selective Service No.: ____________

E. Educational or Training Need (Fill in the Table immediately below):

Table B

	Fundamental Academic Skills	Occupational Skills	
		Self (aspiration)	GATB
To be Acquired		C	D *
To be Strengthened			

*Circle C if self-defined occupation (or occupational goal) is congruent with GATB; D if discrepant. Where neither apply, scratch out both C and D.

P. Psychological Health Requisites (Circle the number of whichever is appropriate and, if able, specify very briefly in the space provided):

1. Medical intervention (from medication to hospitalization) ____________
   ____
2. Counseling (from counseling to intensive psychotherapy ____________
   ____
3. Situational modification (from counseling to parents, wards, spouses, to milieu therapy and even the provision of a stable "home" base)
   ____
4. Other; specify ______________________________
   ____

Name: ______________________________ Selective Service No.: ______________

M. Motivational Requisites (On the assumption that success both in training and afterward will depend in part on some motivation for "advancement" or "betterment"--of which three types are specifiable, i.e., for material betterment, for status, for self-enhancement--check the appropriate space in Column 1 below if these are absent, in which case a motivational requisite will be deemed to exist; or circle an extant need, according to the means criterion of the last column).

Table C

(1)	(2)	(3)
If absent check	Motivation for Betterment (If present, circle appropriate number)	Means utilized or preferred
________ all ________ particular one	1. for material betterment 2. for status 3. for self-enhancement	Socially Acceptable
	(If present, circle appropriate number) 4. (1), (2), or (3) singly or in combination	Socially Unacceptable

S. Socio-economic Requisites (Circle the number of those appropriate):

1. to reduce deprivation to others
2. to modify milieu to provide attitudinal support for upward or betterment striving
3. to provide stability models and/or affiliative ties
4. Other; specify ______________________________________

PARTIAL GUIDE FOR ASSIGNING A SUBJECT TO A CELL OF TABLE D (Next Page)

Where nothing is entered above under	Enter in Table D
E(Table B) other than GATB results	"No" columns of E row
P	"No" columns under B subrows Columns marked "No Significant..." } of P row
M (Table C) If no check in 1st column and no circles below the double line in 2nd column	Rows marked "Presently sufficient" of M Column
S	"Minor" rows of the S Column

Name: ______________________ Selective Service No.: _________

Negro _____
White _____
Other _____

I. Intellectual Evaluation:

A. Summary of WAIS Scores:

Information:
Comprehension:
Arithmetic:
Similarities:
Digit Span:
Vocabulary:

Digit Symbol:
Picture Completion:
Block Design:
Picture Arrangement:
Object Assembly:

Verbal IQ:
Performance IQ:

Full Scale IQ:

B. Brief description of intellectual functioning:

C. Brain Syndrome: (1) ______ no question (2) ______ question

If (2), reasons briefly:

D. Literacy: ______ O.K. ______ poor ______ illiterate

E. GATB Patterns: ______ None; ______ All; (List Patterns): ___________

_______ ____ _______ _____ _______ ____ _______ _____

F. AFQT _________ AQB ____

II. Psychological Evaluation

A. Pathology:

B. Motivation for Training:

III. Socio-Economic Evaluation:

Name: ____________________ Selective Service No.: ____________________

Table D

(M) Motivational Requisites	(E) Educational or Training Needs / *(P) Psychological Health Requisites / (S) Socio-economic Requisites	Yes				No			
		(B) Brain Syndrome		Significant Psychological Health Needs	No Significant Psychological Health Needs	(B) Brain Syndrome		Significant Psychological Health Needs	No Significant Psychological Health Needs
		Yes	No			Yes	No		
Non-sufficient (i.e., extrinsic induction would be required	Major	1	2	3	4	5	6	7	8
	Minor	9	10	11	12	13	14	15	16
Sufficient but socially unacceptable means utilized or preferred	Major	17	18	19	20	21	22	23	24
	Minor	25	26	27	28	29	30	31	32
Presently sufficient	Major	33	34	35	36	37	38	39	40
	Minor	41	42	43	44	45	46	47	48

*Double circle principal syndrome; single circle secondary

APPENDIX C

LETTERS AND FORMS USED IN OBTAINING REJECTEE PARTICIPATION

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Encl.

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 490
DURHAM, NORTH CAROLINA

STATISTICS RESEARCH DIVISION

We are studying the needs of young men of draft age and would like you to help us in this study. We hope to find out the kinds of training and kinds of jobs needed by young men. You have been chosen as one of the people we would like to talk with to help us find this out.

Would you please SIGN and DATE the enclosed release form, and mail it back to us in the envelope. The envelope already has a stamp on it. When we receive it, we can then get in touch with you and find a time when we can talk with you. You will be paid for the time you spend talking to us.

Sincerely,

Hale Sweeny
Hale Sweeny

HCS/lam

Enclosures (2)

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 490
DURHAM, NORTH CAROLINA

STATISTICS RESEARCH DIVISION

We are making a study of young men who have not been accepted by the draft in an attempt to determine the kinds of training they need and the types of jobs they would like to have. This work is being done for the U. S. Department of Labor.

We have drawn, from the Selective Service files, a sample of names of the young men we would like to talk with. Your name was drawn; we would like to talk with you to discuss your needs and the types of jobs you would like to hold. You will be paid for the time you spend talking with us.

In order to talk with you, we need to have a release form. I am enclosing one with this letter. Would you please SIGN it and DATE it and mail it back to us in the small envelope? The envelope already has a stamp on it. When we receive it, we will then get in touch with you and find a time when we can talk with you.

Sincerely,

Hale Sweeny

Hale Sweeny

HCS/lam

Enclosures (2)

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 490
DURHAM, NORTH CAROLINA

STATISTICS RESEARCH DIVISION

In our recent letter to you, we asked you to participate in a study that we are doing for the U. S. Department of Labor. The purpose of this study is to try to determine the kinds of training needed, and types of jobs wanted, by young men who have not been accepted by the draft.

We have not received your release form. We are sending you another release form in case you may have overlooked or misplaced the first one we sent to you. If you are interested in helping us in this study, please SIGN and DATE the enclosed form, and mail it back to us in the stamped return envelope.

As stated in our first letter, you will be paid for the time you spend talking with us. We would also like to point out that your draft status will not change even if you do agree to talk to us. We hope to receive your signed release form soon.

Sincerely,

Hale Sweeny

Hale Sweeny

HCS/lam

Enclosures (2)

APPROVAL NOT REQUIRED

SELECTIVE SERVICE SYSTEM

AUTHORIZATION FOR RELEASE OF INFORMATION

I hereby authorize the release of any and all information contained in Selective Service records concerning me to the individual, agency, or organization named below.

Individual, agency, or organization

THE RESEARCH TRIANGLE INSTITUTE

This authority shall continue for 1 year unless sooner revoked in writing by the undersigned.

(Signature)

(Selective Service Number)

(Date)

SSS Form 725 (8-10-65)

c43—10—79650-1 U.S. GOVERNMENT PRINTING OFFICE
REPRODUCED BY RESEARCH TRIANGLE INSTITUTE

FILE: Name ______________________________

Project ______SU-225______

INTERVIEWEE SERVICES CONTRACT

CONTRACT entered into this _______ day of __________________, 1966 by and between the Research Triangle Institute, hereinafter referred to as the Institute, and ____________________________, hereinafter referred to as the Interviewee.

RECITALS

The Institute desires to utilize the services of the Interviewee; and

The Interviewee has agreed to render such services upon request by the Institute;

The provisions and conditions of the working arrangement are set forth in the following agreement.

ARTICLE 1. In response to specific requests by the Institute, the Interviewee agrees:

(a) To make his person available for selective testing and interviews as deemed necessary by the Institute or its authorized representatives.

(b) To give full cooperation and to act in good faith during the administration of the tests and interviews.

(c) To authorize disclosure of previous test results administered by the Selective Service System.

ARTICLE 2. The Institute agrees to keep confidential the name and identification of the Interviewee.

ARTICLE 3. The Institute will upon receipt of a signed invoice (sample attached) compensate the Interviewee at the rate of $1.25 per hour for time devoted to the services described in ARTICLE 1.

ARTICLE 4. The Institute shall neither exercise nor have any right to control the Interviewee as to the means by which Interviewee's work is to be accomplished.

Dated at __________________________, this __________ day of

__________________________, 1966.

INTERVIEWEE	**RESEARCH TRIANGLE INSTITUTE**
__________________________	By __________________________
	__________________________ Title

Sample Invoice Attached

INVOICE

(Submit in Triplicate)

Name (Please Print) ____________________

Address ____________________

____

Date ____________________

Research Triangle Institute
P. O. Box 490
Durham, North Carolina

Re: Project SU-225

Interviewing Services: @ rate of $1.25 per hour

Date: ________________________, 1966, ____________ hours @ $1.25 __________

Date: ________________________, 1966, ____________ hours @ $1.25 __________

Date: ________________________, 1966, ____________ hours @ $1.25 __________

Date: ________________________, 1966, ____________ hours @ $1.25 __________

Total Amount of Invoice __________

____
Signature of Interviewee

Payment in Full Received ________________, 1966

____
Signature of Interviewee

Approved by: ________________________

Name ______________________ Selective Service No. ______________

SU-225 INTERVIEWEE PROGRESS CHART

RTI Attempts to Contact Rejectees Rejectee Moves in Response		Time →															
		1 1st Letter	2 Followup Letter	3 Telegram			4 Pre-r Visit #1	5 Pre-r Visit #2	6 Pre-r Visit Subseq.	7 Post-r Visit #1	8 Post-r- Visit #2	9 Post-r Visit Subseq.	10 Phone		11 Pickup #1	12 Pickup #2	13 Pickup #3
Favorable	Correct Address a.			1	2	3							1	2	■	■	■
	Signed Release b.			■	■	■				■	■	■	■	■			
	Made Appointment c.	■	■												■	■	■
	Phone Call d.	■	■												■	■	■
	Showed e.	■	■	■	■	■							■	■			
Unfavorable	Wrong Address f.														■	■	■
	Did Not Sign g.									■	■	■	■	■	■	■	■
	Did Not Make Appointment h.	■	■												■	■	■
	Did Not Make Phone Call i.	■	■												■	■	■
	Did Not Show j.	■	■	■	■	■							■	■			
	Broke Appointment k.	■	■	■	■	■	■	■	■	■	■	■	■	■			

Write in pencil. Enter the date of action taken and response in the appropriate squares. Circle the latest action and the latest response.

APPENDIX D

GATB AND WAIS SCORE DISTRIBUTIONS AND SELECTED TABLES FROM QUESTIONNAIRE AND EXAMINATION REPORT

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Table D-1

GATB SCORE DISTRIBUTIONS
FOR ALL GROUPS, 100 REJECTEES

	GATB Component								
Score	G	V	N	S	P	Q	K	F	M
*NA	15	15	15	2	0	0	0	0	0
1-50	5	0	9	0	8	0	7	9	4
51-60	11	0	17	5	13	2	14	14	5
61-70	29	36	27	18	12	10	14	16	9
71-80	28	32	18	24	17	24	20	19	8
81-90	10	16	10	22	22	27	13	14	19
91-100	2	1	4	17	15	31	16	7	18
101-110	0	0	0	8	9	4	11	14	18
111-120	0	0	0	3	3	1	4	7	6
121-130	0	0	0	1	0	1	1	0	8
131-140	0	0	0	0	1	0	0	0	3
141-150	0	0	0	0	0	0	0	0	1
151-160	0	0	0	0	0	0	0	0	1
TOTAL	100	100	100	100	100	100	100	100	100
Median	70	72	67	81	80	85	78	78	93
Q3 - Q1	16	12	21	23	30	17	31	32	27

* There were 15 men (6 in Group I and 9 in Group II) who were not administered the G, V, and N factors of the GATB because they failed to pass a literacy screening device given prior to testing. The NA totals shown were thus not used in determining the median and inter-quartile range for these factors. Thus, the G, V, and N medians shown are probably slightly higher than they would be if all men were included.

Table D-2

GATB SCORE DISTRIBUTIONS
FOR GROUP I, 28 REJECTEES

Score	G	V	N	S	P	Q	K	F	M
*NA	6	6	6	1	0	0	0	0	0
1-50	2	0	5	0	6	0	6	8	4
51-60	4	0	7	4	3	1	9	10	5
61-70	12	13	6	9	6	5	7	7	9
71-80	4	7	4	6	4	7	3	3	5
81-90	0	2	0	4	5	9	2	0	3
91-100	0	0	0	3	3	5	1	0	2
101-110	0	0	0	1	1	1	0	0	0
TOTAL	28	28	28	28	28	28	28	28	28
Median	64	68	58	71	70	83	60	55	68
Q3 - Q1	12	5	15	23	30	17	17	22	22

---

* There were 6 men in this group who were not administered the G, V, and N factors of the GATB because they failed to pass a literacy screening device given prior to testing. The NA totals shown were thus not used in determining the median and inter-quartile range for these factors. Thus, the G, V, and N medians shown are probably slightly higher than they would be if all men were included.

Table D-3

GATB SCORE DISTRIBUTIONS

FOR GROUP II, 47 REJECTEES

Score	G	V	N	S	P	Q	K	F	M
*NA	9	9	9	1	0	0	0	0	0
1-50	3	0	4	0	2	0	1	1	0
51-60	7	0	10	1	10	1	4	3	0
61-70	17	22	16	7	6	5	6	6	0
71-80	11	15	5	17	12	17	15	13	3
81-90	0	1	2	9	9	13	7	12	12
91-100	0	0	1	7	4	10	7	4	12
101-110	0	0	0	3	3	1	5	5	11
111-120	0	0	0	2	1	0	2	3	4
121-130	0	0	0	0	0	0	0	0	5
TOTAL	47	47	47	47	47	47	47	47	47
Median	66	70	64	78	76	81	80	81	99
Q3 - Q1	11	9	13	21	27	11	19	15	20

---

* There were 9 men in this group who were not administered the G, V, and N factors of the GATB because they failed to pass a literacy screening device given prior to testing. The NA totals shown were thus not used in determining the median and inter-quartile range for these factors. Thus, the G, V, and N medians shown are probably slightly higher than they would be if all men were included.

Table D-4

GATB SCORE DISTRIBUTIONS

FOR GROUP III, 25 REJECTEES

Score	G	V	N	S	P	Q	K	F	M
NA	0	0	0	0	0	0	0	0	0
1-50	0	0	0	0	0	0	0	0	0
51-60	0	0	0	0	0	0	1	1	0
61-70	0	1	5	2	0	0	1	3	0
71-80	13	10	9	1	1	0	2	3	0
81-90	10	13	8	9	8	5	4	2	4
91-100	2	1	3	7	8	16	8	3	4
101-110	0	0	0	4	5	2	6	9	7
111-120	0	0	0	1	2	1	2	4	2
121-130	0	0	0	1	0	1	1	0	3
131-140	0	0	0	0	1	0	0	0	3
141-150	0	0	0	0	0	0	0	0	1
151-160	0	0	0	0	0	0	0	0	1
TOTAL	25	25	25	25	25	25	25	25	25
Median	80	82	80	91	95	95	95	101	106
Q3 - Q1	8	10	16	16	19	7	22	26	31

Table D-5

WECHSLER ADULT INTELLIGENCE SCALE TEST SCORE DISTRIBUTIONS FOR VERBAL IQ, PERFORMANCE IQ, AND FULL SCALE IQ, 100 REJECTEES

Score	Verbal IQ	Performance IQ	Full Scale IQ
51-55	0	0	1
56-60	3	2	2
61-65	4	4	3
66-70	10	9	11
71-75	11	13	11
76-80	17	15	22
81-85	21	17	19
86-90	17	13	15
91-95	8	13	9
90-100	6	8	5
101-105	3	4	2
106-110	0	2	0
TOTAL	100	100	100
Median	81	82	80
Q3 - Q1	14	22	13

Table D-6

WECHSLER ADULT INTELLIGENCE SCALE TEST SCORE DISTRIBUTIONS FOR VERBAL IQ, PERFORMANCE IQ, AND FULL SCALE IQ, GROUP I, 28 REJECTEES

Score	Verbal IQ	Performance IQ	Full Scale IQ
51-55	0	0	1
56-60	2	2	2
61-65	2	4	3
66-70	4	4	5
71-75	5	4	2
76-80	6	6	7
81-85	4	1	7
86-90	3	6	0
91-95	2	1	1
96-100	0	0	0
101-105	0	0	0
106-110	0	0	0
TOTAL	28	28	28
Median	76	75	78
Q3 - Q1	12	18	14

Table D-7

WECHSLER ADULT INTELLIGENCE SCALE TEST SCORE DISTRIBUTIONS FOR VERBAL IQ, PERFORMANCE IQ, AND FULL SCALE IQ, GROUP II, 47 REJECTEES

Score	Verbal IQ	Performance IQ	Full Scale IQ
51-55	0	0	0
56-60	1	0	0
61-65	2	0	0
66-70	6	5	6
71-75	6	8	9
76-80	10	9	13
81-85	13	9	9
86-90	8	4	7
91-95	1	6	3
96-100	0	4	0
101-105	0	2	0
106-110	0	0	0
TOTAL	47	47	47
Median	80	81	79
Q3 - Q1	11	17	8

Table D-8

WECHSLER ADULT INTELLIGENCE SCALE TEST SCORE DISTRIBUTIONS FOR VERBAL IQ, PERFORMANCE IQ, AND FULL SCALE IQ, GROUP III, 25 REJECTEES

Score	Verbal IQ	Performance IQ	Full Scale IQ
51-55	0	0	0
56-60	0	0	0
61-65	0	0	0
66-70	0	0	0
71-75	0	1	0
76-80	1	0	2
81-85	4	7	3
86-90	6	3	8
91-95	5	6	5
96-100	6	4	5
101-105	3	2	2
106-110	0	2	0
TOTAL	25	25	25
Median	92	91	90
Q3 - Q1	12	15	11

Table D-9

RACE

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
White	5	18	8	17	6	24	19
Negro	23	82	39	83	19	76	81
Total	28	100	47	100	25	100	100

Table D-10

MARITAL STATUS

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Single	26	93	38	81	16	64	80
Married	2	7	6	13	4	16	12
Separated	0	0	3	6	3	12	6
Divorced	0	0	0	0	1	4	1
Widowed	0	0	0	0	1	4	1
Total	28	100	47	100	25	100	100

Table D-11

SELECTIVE SERVICE MENTAL CLASSIFICATION

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
* IV	5	18	13	28	15	60	33
V	23	82	34	72	10	40	67
Total	28	100	47	100	25	100	100

* Mental Class IV consists of those men who scored between 10 and 30 on the AFQT and subsequently failed to qualify for induction on the AQB. Mental Class V consists of those men who scored below 10 on the AFQT and thus failed to qualify for induction.

Table D-12

SELECTIVE SERVICE MEDICAL CLASSIFICATION

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
* A	14	50	25	53	13	52	52
B	5	18	13	28	9	36	27
C	6	21	8	17	3	12	17
E	2	7	0	0	0	0	2
Not available	1	4	1	2	0	0	2
Total	28	100	47	100	25	100	100

* Medical Classifications A and B are acceptable for induction, the men having classifications C or E were rejected for physical as well as mental reasons.

Table D-13

INTERVIEWER JUDGMENT OF RESPONDENT'S FINANCIAL POSITION

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Severe Poverty	5	18	4	8	2	8	11
Mild Poverty	11	39	15	32	3	12	29
Moderate Means	10	36	21	45	14	56	45
Comfortable	2	7	6	13	6	24	14
Judgment not made	0	0	1	2	0	0	1
Total	28	100	47	100	25	100	100

Table D-14

REASON RESPONDENT WOULD WORK EVEN IF HE DIDN'T NEED TO

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Self Respect	8	28	14	30	11	44	33
Would Work for its Own Sake	3	11	9	19	2	8	14
To Occupy Himself	4	14	8	17	5	20	17
For Money	1	4	3	7	0	0	4
For Exercise	1	4	1	2	0	0	2
So Wouldn't Have To Depend on Others	2	7	0	0	0	0	2
Other	1	4	2	4	1	4	4
Doesn't Know	0	0	1	2	0	0	1
Wouldn't Work if Didn't Have to	8	28	9	19	6	24	23
Total	28	100	47	100	25	100	100

Table D-15

HAS RESPONDENT EVER BEEN TO THE STATE EMPLOYMENT OFFICE TO LOOK FOR A JOB?

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Yes	19	68	27	57	16	64	62
No	9	32	20	43	9	36	38
Total	28	100	47	100	25	100	100

Table D-16

NUMBER OF TIMES RESPONDENT HAS BEEN TO THE STATE EMPLOYMENT OFFICE IN THE LAST YEAR

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
None	13	47	29	62	14	56	56
One	8	29	10	21	5	20	23
Two	2	7	2	4	0	0	4
Three	3	11	3	7	2	8	8
Five	0	0	1	2	1	4	2
Six	1	3	0	0	2	8	3
Seven or more	0	0	1	2	1	4	2
No answer	1	3	1	2	0	0	2
Total	28	100	47	100	25	100	100

Table D-17

PRESENT EMPLOYMENT STATUS

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Employed	18	64	37	79	16	64	71
Unemployed	10	36	10	21	9	36	29
Total	28	100	47	100	25	100	100

Table D-18

REASON FOR LEAVING LAST JOB

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
More money	8	28	14	30	9	36	31
Fired	4	14	1	2	2	8	7
Laid Off	1	4	2	4	3	12	6
Tired of working or didn't like job	4	14	6	13	3	12	13
Temporary work	4	14	7	15	4	16	15
Illness	0	0	2	4	1	4	3
Other	3	11	8	17	0	0	11
Never worked, or still working at only job has ever had	3	11	5	11	3	12	11
No answer	1	4	2	4	0	0	3
Total	28	100	47	100	25	100	100

Table D-19

ESTIMATE OF YEARLY GROSS SALARY

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
$5,000 & over	0	0	3	6	1	4	4
$4,000 - 4,999	0	0	4	9	2	8	6
$3,000 - 3,999	3	11	8	17	5	20	16
$2,000 - 2,999	11	39	17	36	7	28	35
$500 - 1,999	6	21	7	15	5	20	18
$499 & under	8	29	7	15	4	16	19
Never been employed	0	0	1	2	0	0	1
No answer	0	0	0	0	1	4	1
Total	28	100	47	100	25	100	100

Table D-20

RATE OF PAY AT PRESENT JOB

(OR LAST JOB - FOR THOSE UNEMPLOYED NOW)

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Less than $1.00/hour	3	11	2	4	0	0	5
$1.00 - $1.49/hour	14	50	23	49	12	48	49
$1.50 - $1.99/hour	6	21	10	22	7	28	23
$2.00 - $2.49/hour	0	0	7	15	3	12	10
$2.50 - $2.99/hour	1	4	2	4	2	8	5
$3.00 - $3.99/hour	1	4	2	4	1	4	4
Never been employed	0	0	1	2	0	0	1
No answer	3	10	0	0	0	0	3
Total	28	100	47	100	25	100	100

Table D-21

REJECTEES WHO ARE NOW EMPLOYED AND WHO ARE LOOKING FOR ANOTHER JOB

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Actively looking	3	11	8	17	2	8	13
Passively looking	7	25	13	28	4	16	24
Not looking	9	32	17	36	10	40	36
Doesn't know	0	0	1	2	0	0	1
Not employed	9	32	8	17	9	36	26
Total	28	100	47	100	25	100	100

Table D-22

IS HE HAVING TROUBLE GETTING AND KEEPING JOBS AND WHY?

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
No trouble	15	54	35	74	16	64	66
Having trouble	13	46	12	26	9	36	34
Inadequate preparation	1	3	7	15	5	20	13
Lack of motivation	2	7	1	2	0	0	3
No jobs available	3	11	3	7	3	12	9
Sickness	3	11	0	0	1	4	4
Is needed at home	1	3	0	0	0	0	1
Other problems	3	11	1	2	0	0	4
Total	28	100	47	100	25	100	100

Table D-23

REASONS FOR UNEMPLOYMENT

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Can't find a job	5	18	6	13	7	28	18
Health	3	11	0	0	1	4	4
Other	0	0	1	2	1	4	2
Doesn't want to work	2	7	0	0	0	0	2
Doesn't know	1	3	1	2	0	0	2
Employed	17	61	38	81	16	64	71
No Answer	0	0	1	2	0	0	1
Total	28	100	47	100	25	100	100

Table D-24

PER CENT OF WORKING LIFE UNEMPLOYED

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
100%	0	0	1	2	1	4	2
80 - 99%	4	14	3	6	2	8	9
60 - 79%	4	14	3	6	1	4	8
40 - 59%	4	14	9	20	4	16	17
20 - 39%	5	18	6	13	3	12	14
0 - 19%	11	40	24	51	14	56	49
Can't determine	0	0	1	2	0	0	1
Total	28	100	47	100	25	100	100

Table D-25

REGULARITY OF WORK NOW ENGAGED IN

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Steady	20	71	34	72	20	80	74
Seasonal	3	11	3	7	1	4	7
Dependent on External Factors	3	11	6	13	1	4	10
Odd Jobs	2	7	2	4	1	4	5
Not Determined	0	0	2	4	2	8	4
Total	28	100	47	100	25	100	100

Table D-26

NUMBER OF JOBS HELD

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
None	0	0	1	2	0	0	1
1	3	11	4	9	3	12	10
2	7	25	12	26	6	24	25
3	9	32	10	21	8	32	27
4	4	15	9	19	4	16	17
5	3	11	6	13	2	8	11
6	0	0	2	4	2	8	4
7	1	3	2	4	0	0	3
8 or more	1	3	1	2	0	0	2
Total	28	100	47	100	25	100	100

Table D-27

IF UNEMPLOYED, DOES RESPONDENT HAVE A JOB LINED UP?

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Yes	0	0	0	0	1	4	1
No	10	36	5	11	4	16	19
Maybe	1	3	2	4	4	16	7
Doesn't know	0	0	1	2	0	0	1
Employed now	17	61	38	81	16	64	71
No answer	0	0	1	2	0	0	1
Total	28	100	47	100	25	100	100

Table D-28

WAYS EMPLOYMENT IS BEING SOUGHT BY THOSE WHO ARE UNEMPLOYED?

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Employment Service	0	0	1	2	0	0	1
Asking friends	2	7	2	4	0	0	4
Reading Newspaper Ads	2	7	2	4	1	4	5
Combination of above	4	14	3	7	7	28	14
Going to job Sites	2	7	0	0	1	4	3
Nothing	1	4	0	0	0	0	1
Employed now	17	61	38	81	16	64	71
No answer	0	0	1	2	0	0	1
Total	28	100	47	100	25	100	100

Table D-29

KIND OF JOB RESPONDENT THINKS HE WILL HAVE 5 YEARS FROM NOW

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Better Job	14	50	31	66	21	84	66
Worse Job	1	4	1	2	0	0	2
Same Kind of Job	9	32	7	15	2	8	18
Doesn't Know	4	14	8	17	2	8	14
Total	28	100	47	100	25	100	100

Table D-30

PAY RESPONDENT THINKS HE COULD EARN WITHOUT FURTHER TRAINING

	Group 1		Group 2		Group 3		All Groups
	No. 1	%	No.	%	No.	%	No.
Less than $1.00/hour	0	0	1	2	0	0	1
$1.00 - 1.49/hour	6	21	1	2	0	0	7
$1.50 - 1.99/hour	7	25	7	15	7	28	21
$2.00 - 2.49/hour	6	21	14	30	4	16	24
$2.50 - 2.99/hour	2	8	2	4	5	20	9
$3.00 - 3.99/hour	0	0	5	11	3	12	8
$4.00 or more/hour	0	0	3	6	2	8	5
Doesn't know	6	21	13	28	4	16	23
No answer	1	4	1	2	0	0	2
Total	28	100	47	100	25	100	100

Table D-31

WOULD RESPONDENT BE INTERESTED IN A TRAINING PROGRAM?

	Group 1		Group 2		Group 3		All Groups
	No	%	No.	%	No	%	No.
Yes	24	86	41	87	22	88	87
Perhaps	0	0	0	0	2	8	2
No	4	14	4	9	1	4	9
Doesn't know	0	0	2	4	0	0	2
Total	28	100	47	100	25	100	100

Table D-32

REASONS RESPONDENT INTERESTED IN A TRAINING PROGRAM

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Desire for a particular job	16	57	18	38	17	68	51
For money or steady income	4	14	10	21	4	16	18
Has had some of the training	1	4	6	13	0	0	7
To better himself	0	0	1	2	2	8	3
Other	2	7	2	4	1	4	5
Doesn't know	1	4	1	2	0	0	2
Would not take part	4	14	6	13	1	4	11
No answer	0	0	3	7	0	0	3
Total	28	100	47	100	25	100	100

Table D-33

HAS RESPONDENT EVER FAILED A GRADE IN SCHOOL?

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Yes	24	86	34	72	18	72	76
No	4	14	13	28	7	28	24
Total	28	100	47	100	25	100	100

Table D-34

LAST GRADE OF SCHOOL COMPLETED

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
4 or less	0	0	1	2	0	0	1
5 - 6	3	11	2	4	0	0	5
7 - 8	13	46	17	36	4	16	34
9 - 11	9	32	18	39	9	36	36
12	3	11	7	15	11	44	21
More Than 12	0	0	1	2	1	4	2
No Answer	0	0	1	2	0	0	1
Total	28	100	47	100	25	100	100
Average Grade Completed	8.6		9.1		10.6		9.3

Table D-35

DOES ANY ILLNESSS OR HANDICAP KEEP HIM FROM DOING ORDINARY WORK?

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
No	24	86	38	81	24	96	86
Yes	4	14	8	17	1	4	13
Doesn't know	0	0	1	2	0	0	1
Totals	28	100	47	100	25	100	100

Table D-36

JOB SATISFACTION OF PRESENTLY EMPLOYED

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Satisfied without reservations	6	22	7	15	3	12	16
Satisfied with reservations	9	32	22	47	10	40	41
Not satisfied	4	14	7	15	3	12	14
Doesn't know	0	0	1	2	0	0	1
Not employed	9	32	10	21	9	36	28
Total	28	100	47	100	25	100	100

Table D-37

HAVE YOU OR ANYONE IN YOUR FAMILY EVER HAD TROUBLE WITH THE POLICE AND IF SO, WHAT KIND OF TROUBLE?

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
No	13	46	17	36	14	56	44
Yes	15	54	29	62	10	40	54
Larceny, Stealing	1	4	4	9	4	16	9
Traffic Law Violation	1	4	4	9	0	0	5
Disorderly Conduct	6	21	11	23	1	4	18
Liquor Law Violation	2	7	2	4	0	0	4
Breaking and Entering	0	0	0	0	2	8	2
Other	1	4	2	4	0	0	3
Multiple Types	4	14	6	13	3	12	13
Doesn't Know	0	0	1	2	1	4	2
Total	28	100	47	100	25	100	100

Table D-38

FAMILY MEMBER WHO HAS HAD TROUBLE WITH THE POLICE

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Have Not Had	13	46	17	36	14	56	44
Have Had Trouble	15	54	29	62	11	44	55
Himself	8	29	15	32	9	36	32
Father	2	7	3	6	0	0	5
Brother	5	18	7	15	2	8	14
Himself & Other Member	0	0	4	9	0	0	4
Doesn't Know	0	0	1	2	0	0	1
Total	28	100	47	100	25	100	100

Table D-39

WOULD RESPONDENT BE WILLING TO MOVE TO ANOTHER TOWN FOR TRAINING OR A JOB?

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Conditional	4	14	3	6	3	12	10
No, would not move for Job	0	0	1	2	0	0	1
No, would not move for Training or Job	6	21	6	13	4	16	16
Yes, would move for Training	1	4	5	11	0	0	6
Yes, would move for Job	3	11	2	4	2	8	7
Yes, would move for either or both	13	46	26	55	15	60	54
Doesn't know	1	4	4	9	1	4	6
Total	28	100	47	100	25	100	100

Table D-40

HOW DOES RESPONDENT FEEL ABOUT LEAVING HOME AND BEING ON HIS OWN?

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Would like it	10	36	13	28	7	28	30
Ambivalent	3	11	6	13	7	28	16
Not ready	12	43	15	32	2	8	29
Can't determine	0	0	0	0	1	4	1
Doesn't know	1	3	0	0	0	0	1
Already on his own	2	7	12	25	8	32	22
No answer	0	0	1	2	0	0	1
Total	28	100	47	100	25	100	100

Table D-41

HAS RESPONDENT EVER HEARD OF NEIGHBORHOOD YOUTH CORPS?

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Yes	13	46	12	26	12	48	37
No	15	54	35	74	13	52	63
Total	25	100	47	100	25	100	100

Table D-42

WOULD RESPONDENT BE WILLING TO RETURN TO SCHOOL UNDER NEIGHBORHOOD YOUTH CORPS ?

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Yes	5	18	7	15	4	16	16
No, Sees No Need For School	2	7	1	2	2	8	5
No, Doesn't Like School	2	7	0	0	1	4	3
No, Can't Afford to	1	4	0	0	0	0	1
No, Would Feel Out of Place	0	0	0	0	1	4	1
Uncertain	0	0	3	6	1	4	4
Never Heard of NYC	16	57	35	75	15	60	66
No Answer	2	7	1	2	1	4	4
Total	28	100	47	100	25	100	100

Table D-43

HAS RESPONDENT EVER HEARD OF THE JOB CORPS?

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Yes	25	89	42	89	25	100	92
No	3	11	5	11	0	0	8
Total	28	100	47	100	25	100	100

Table D-44

HAS RESPONDENT EVER HEARD OF VOCATIONAL EDUCATION?

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Yes	17	61	29	62	21	84	67
No	11	39	18	38	4	16	33
Total	28	100	47	100	25	100	100

Table D-45

HAS RESPONDENT EVER HEARD OF VOCATIONAL REHABILITATION PROGRAMS?

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Yes	8	29	6	13	6	24	20
No	20	71	41	87	19	76	80
Total	28	100	47	100	25	100	100

Table D-46

DOES RESPONDENT NEED EMOTIONAL HELP PRIOR TO REHABILITATION?

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Yes, Definitely Needs Emotional Help	10	36	4	8	2	8	16
Yes, Help Probably Needed	7	25	19	41	10	40	36
No, Is Now Stable	8	28	19	41	13	52	40
Can't Determine	3	11	3	6	0	0	6
No Answer	0	0	2	4	0	0	2
Total	28	100	47	100	25	100	100

Table D-47

HOW RESPONDENT CONSIDERS HIMSELF NOW

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Very Happy	3	11	7	15	7	28	17
Fairly Happy	16	57	34	72	14	56	64
Unhappy	7	25	2	4	4	16	13
Doesn't Know	2	7	4	9	0	0	6
Total	28	100	47	100	25	100	100

Table D-48

HAS RESPONDENT EVER HAD ANY SPECIAL JOB TRAINING?

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Yes, In Regular School	3	11	14	30	8	32	25
Yes, In Vocational School	4	14	8	17	5	20	17
Yes, In Jail	1	3	2	4	1	4	4
Yes, In a Private Company	3	11	5	11	2	8	10
No	17	61	18	38	9	36	44
Total	28	100	47	100	25	100	100

Table D-49

EDUCATIONAL OR TRAINING NEEDS

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Yes	25	89	43	91	21	84	89
No	3	11	4	9	4	16	11
Total	28	100	47	100	25	100	100

Table D-50

MOTIVATION OR REHABILITATION IMPRESSIONS

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Extremely Well Motivated	4	14	12	26	6	24	22
Moderately Motivated	10	36	19	40	12	48	41
Ambivalent About Motivation	6	21	5	11	5	20	16
Unlikely to Follow Motivation	7	25	5	11	2	8	14
Totally Disinterested in Motivation	1	4	4	8	0	0	5
No Answer	0	0	2	4	0	0	2
Total	28	100	47	100	25	100	100

Table D-51

MOTIVATION

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Non-Sufficient	16	57	14	30	6	24	36
Sufficient	12	43	33	70	19	76	64
Total	28	100	47	100	25	100	100

Table D-52

MUST RESPONDENT ACQUIRE MORE PROFICIENCY IN BASIC LITERARY SKILLS?

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Yes	24	86	38	81	15	60	77
No	3	11	3	6	7	28	13
Can't Determine	1	3	4	9	3	12	8
No Answer	0	0	2	4	0	0	2
Total	28	100	47	100	25	100	100

Table D-53

LITERACY

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Sufficient	2	7	13	28	19	76	34
Poor	16	57	23	49	5	20	44
Illiterate	8	29	11	23	1	4	20
Not Marked	2	7	0	0	0	0	2
Total	28	100	47	100	25	100	100

Table D-54

DO FAMILY RESPONSIBILITIES APPEAR TO MAKE PARTICIPATION IN A REHABILITATION PROGRAM DIFFICULT?

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Yes	8	29	6	13	5	20	19
No	19	68	38	81	20	80	77
Can't Determine	1	3	1	2	0	0	2
No Answer	0	0	2	4	0	0	2
Total	28	100	47	100	25	100	100

Table D-55

HAS FAMILY EVER RECEIVED WELFARE AID?

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Yes	13	46	14	30	5	20	32
No	13	46	30	64	20	80	63
Doesn't know	1	4	2	4	0	0	3
Never Had a Family	1	4	0	0	0	0	1
No Answer	0	0	1	2	0	0	1
Total	28	100	47	100	25	100	100

Table D-56

SOCIO-ECONOMIC REQUISITES

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Major	9	32	10	21	7	28	26
Minor	19	68	37	79	18	72	74
Total	28	100	47	100	25	100	100

Table D-57

PSYCHOLOGICAL HEALTH REQUISITES

	Group 1		Group 2		Group 3		All Groups
	No.	%	No.	%	No.	%	No.
Brain Syndrome	8	29	4	9	0	0	12
Significant Psychological Health Needs	8	29	18	38	11	44	37
No Significant Psychological Health Needs	12	42	25	53	14	56	51
Total	28	100	47	100	25	100	100